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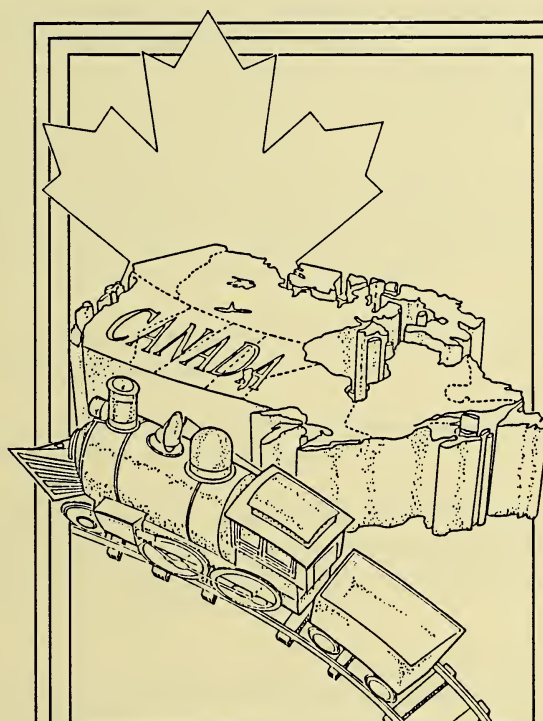
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# 8

**Module 4: Canada's Nationhood**

## Learning Facilitator's Manual



**Distance  
Learning**

**Alberta**  
EDUCATION

## Note

This Social Studies Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final tests until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

Social Studies 8  
Learning Facilitator's Manual  
Module 4  
Canada's Nationhood  
Alberta Distance Learning Centre  
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## Module 4 – Canadian Nationhood: Overview

The intent of Module 4 is to introduce students to the concept of nationhood, and to guide their inquiry of Canadian history with the following question:

### How did Canada become a nation?

Chronologically speaking, Module 4 covers the main events of the nineteenth century. The activities focus on the important events on the road to nationhood. As well, contributions of specific groups and individuals are highlighted.

The growth to nationhood is explored through two main themes which characterize Canadian history – expansion and struggle. The 1800s were marked by the physical expansion of Canada. Provinces were united in Confederation and the West was opened for settlement. Expansion also included changes in government. Democratic rights gradually expanded to include more citizens in the new nation. The introduction of responsible government strengthened the power of representatives. The BNA Act guaranteed certain language and religious rights. Provincial rights protected regional interests. Voting rights expanded to include more people, notably women.

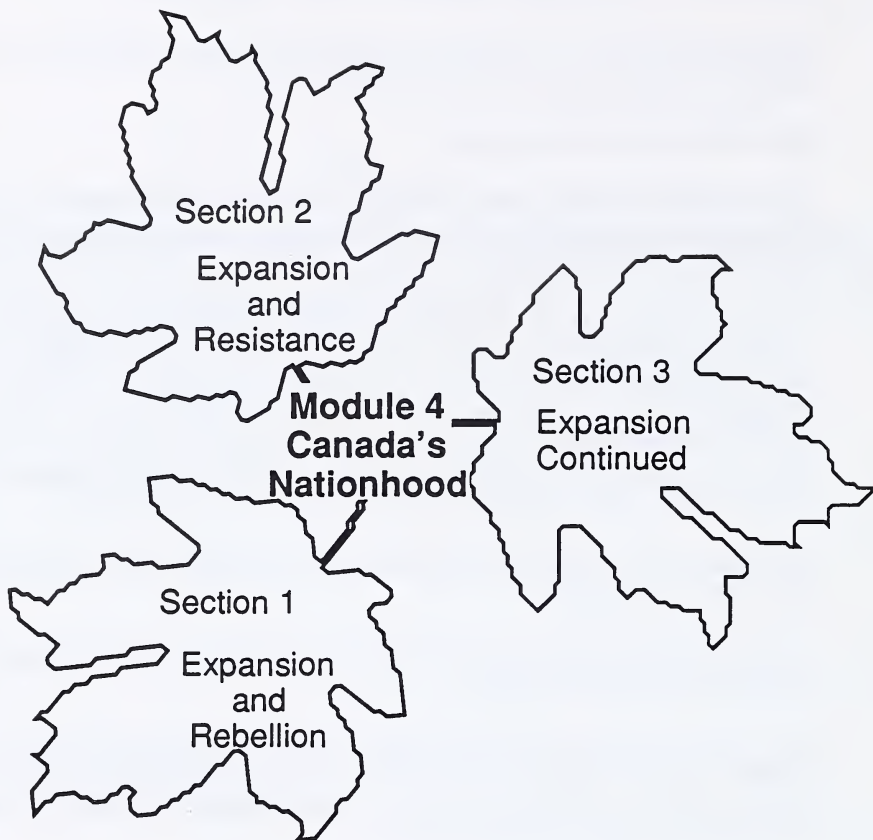
At the same time, expansion did not happen easily or smoothly. There were many stories of struggle, both violent and peaceful.

Module 4 includes activities that have students inquire into some of the important struggles and the people involved in those struggles.

The module is organized into three sections. Each section addresses the themes of expansion and struggle. Section 1, *Expansion and Rebellion*, has students look at the pressures for change and growth in the British colonies after 1800. A number of activities in Section 1 deal with the Rebellions of 1837 and the people and issues involved.

Section 2, *Expansion and Resistance*, attempts to have students understand why and how Canada became a nation in 1867. With nationhood came pressures; expansion in the West caused conflicts with the Métis and native people. Students will investigate reasons for the Métis resistances in 1869 and 1885, and the consequences of conflict.

In Section 3, *Expansion Continued*, the story of the growth of Canada's nationhood covers the extension of the railways, the growing influx of immigrants to the West, and the expansion of voting rights.



## Evaluation

The evaluation of this module will be based on four assignments.

|                         |             |
|-------------------------|-------------|
| Section 1 Assignment    | 20%         |
| Section 2 Assignment    | 40%         |
| Section 3 Assignment    | 20%         |
| Final Module Assignment | 20%         |
| <b>TOTAL</b>            | <b>100%</b> |



## Materials Needed

The primary resource for students is the textbook *Canada's Political Heritage, Conflict and Change*. The activities are designed to make use of the textbook, especially chapters 4 to 10. Activities make use of the way the book has been divided into sections, and also the many diagrams and photographs in the textbook. Several activities have also been adapted from the *Teacher Guide for Canada's Political Heritage*. There are many helpful ideas and suggestions in that guide, and it may be a useful resource for a teacher or facilitator. In particular, there are some excellent suggestions for extending learning and for extra or alternative resources.

For Part A of Extra Help for Section 1, students will need to view and listen to the filmstrip/audiotape *The Upper Canadian Rebellion of 1837*. This filmstrip/audiotape is available in most school libraries as part of the Grade 8 Kanata Kit. Viewing and listening to the filmstrip and tape requires access to a filmstrip projector and tape player.

In general, any other written or visual resources appropriate to the grade level and the topic would be helpful for encouraging student understanding. An historical atlas of Canada would be a helpful resource. A wall map of Canada would be beneficial as a reference. Some of the activities could be extended if students have access to a library.

In terms of other materials, students will require paper and colouring materials to complete time lines and other charts. If it is feasible, space should be provided for putting up time lines and other projects on the walls where students normally work on their activities.

### Teaching Suggestions

Most of the activities are structured on an inquiry model. Usually an issue or problem is presented. Students are encouraged to identify different points of view and alternative values. Major events are studied from the perspectives of different people and from a problem-solving point of view. In some of the activities, students are asked to take a position on a value issue. As much as possible, the study of historical events has been linked to the experiences of students in the present. At the beginning of Section 1, students are introduced to a number of important issues which grew out of Canada's early history. An attempt is made to link those issues to current events in Canada. This is done to help students understand that history is an ongoing experience and to show students that what happened in the past is still relevant to Canadians today.

In helping students work through the activities, a helpful strategy would be to link historical knowledge with events that are occurring today. Encourage students to examine current newspapers and magazines, and, if possible, have students create a bulletin board of current political events in Canada.

For each section, and for most of the activities, it is possible to open with reference to events happening currently, and to discuss with the student how those events affect people in Canada. If it is feasible, a good strategy would be to discuss the introduction to an activity with the students.

## Section 1: Expansion and Rebellion

### Key Concepts:

- bilingualism
- values
- colonization
- settlement
- political regions
- responsible government
- rebellion
- reform

The main purpose of Section 1 is to help students understand how Canada was changing after 1800 and what some of the external and internal pressures were.

The main events investigated involve the Rebellions of 1837. The study of the 1837 Rebellions is intended to help the students understand how government in Canada changed. As well, inquiry into the Rebellions allows the student to question how change is brought about.

Upon finishing this section, students should

- understand why Canada is a bilingual country
- have some knowledge about the important issues people struggled with in Canada's history
- recognize some of the many differences which exist in Canada in terms of regions, language, and culture
- be able to identify the settlement and colonization patterns by which Canada developed
- understand how reforms and rebellions have led to changes in our government system

### Teaching Suggestions

- Section 1 could be opened by inviting a guest speaker or speakers of French or native origin to talk about their views of Canada. Alternatively, students could interview people in their communities.
- Try to use historical maps – putting some on the overhead would be useful for pointing out changes.
- Get students to use the webbing technique as shown in Activity 6.
- Using the TSQ4R method for reading, interpreting, and evaluating decisions will be helpful to the students.
- Section 1 could be concluded by inviting a person involved in government to speak about the way the legislature works.

### Section 1: Activity 1

The purpose of Activity 1 is to introduce students to the fact that Canada is created out of differences, including language differences. You might bring some objects which show students the reality of bilingualism in Canada. Discuss why there is both French and English and the students' thoughts about that.

1. Canada is officially a bilingual country. How is **bilingualism** experienced in Canada?

*English and French are both official languages. Quebec has a majority of French-speaking citizens. There are French-speaking communities in all provinces. The head of the government (the prime minister) has to be able to speak in both languages, etc. Students may have other examples.*

2. From what you have learned about Canada's history, why does Canada have two official languages?

*Canada (Quebec) was first colonized and settled by the French. The British later took over. The Quebec Act (1774) and the Constitutional Act (1791) made provisions for French rights as did the BNA Act.*

3. What does having both French and English in Canada mean for you personally?

*Responses will vary. Some possibilities might be*

- *I speak both languages.*
- *I have French (or English) relatives.*
- *I've taken French immersion in school.*

4. Do you think the use of other languages should be encouraged in Canada? Give reasons for your answer.

*Answers will be personal, some possible reasons are*

- *ethnic heritage and diversity*
- *nature of the community of the student*
- *fairness and equal rights*

## **Section 1: Activity 2**

Activity 2 links students to issues developed in Module 3. Important issues about Canada as a country are shown to be linked to past historical events. Headlines from recent newspaper articles show that the same issues are still important to Canadians.

Activity 2 may be opened by asking students what important events they recall learning about in Module 3. Asking the students what issues they feel are important to them may also be a way of starting the activity.

1. Following are some headlines about recent events in Canada's continuing development as a nation. Identify the issue in the blank spaces under each set of headlines. Use the issues listed previously that seem to best describe what the news story is about.



a.

*The Edmonton Journal* Saturday, June 23, 1990 A3

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**The Death of Meech**

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**'Quebec distinct, today, forever'**  
Province's turn now to ask, What does Canada want? Bourassa says

**Quebec checks itself out in holiday mirror**  
*St. Jean Baptiste Day gauges La Belle Province's mood*  
*The Edmonton Journal, Saturday, June 23, 1990*

**Commission proposed for Quebec**  
*Plan for province's future could be ready next year*  
*Globe & Mail, June 25, 1990*

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**Canada** *The Edmonton Journal* Wednesday, June 27, 1990 A3

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**LIFE AFTER MEECH**

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**Quebec gov't considers forming its own constitution**  
**PETER MASER**  
*Southern News*

Issues: *Some of the issues dealt with are Quebec as a distinct society, national unity, and possibly bilingualism.*

b.

**ALBERTA**  
**Lubicon band to  
 launch new pressure  
 campaign over land  
 claims**  
*The Edmonton Journal, Friday, July 6, 1990*

**Natives urge  
 freedom  
 of religion  
 for inmates**  
 JAC MacDonald  
 Journal Staff Writer  
 Edmonton  
*The Edmonton Journal,  
 Wednesday, July 11, 1990*



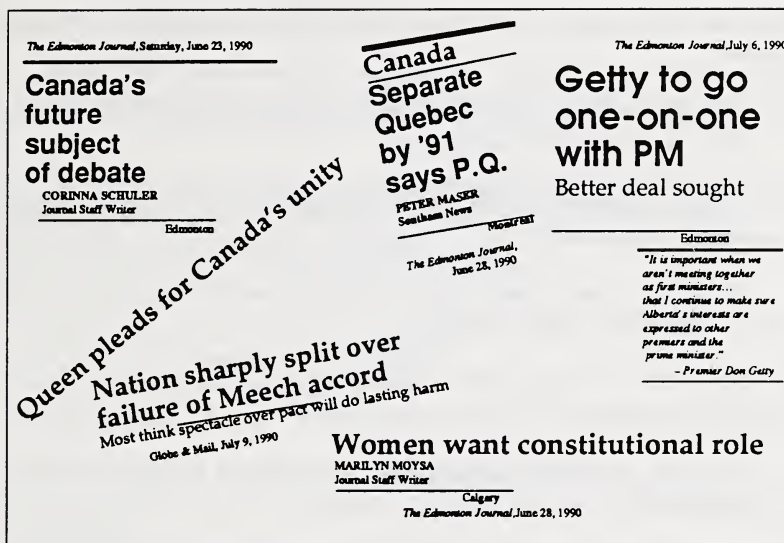
**A native elder, George Kahewin (right), conducts a sweet grass ceremony at Edmonton Institution.**  
*(The Edmonton Journal, July 11, 1990)*

**Issues:** *The issues dealt with relate to religious freedom and land rights.*

---

*The Edmonton Journal* for the photograph by Ian Scott. Reprinted by permission of *The Edmonton Journal*.

C.



Issues: *The issues this deals with are national unity, democratic and legal rights, and once again Quebec's status as a distinct society.*

2. Which issues were important in Canada's past and are still important today?

*All issues that were important in the past remain important today.*

### Section 1: Activity 3

The purpose of Activity 3 is to help students understand the issues about living in Canada that people feel are important. Before reading or listening to the stories of the five people presented in the Activity, you may want to ask the students to write a short story about their own origins, where they were born, how long they have lived in Canada, and so on. Ask students to think about what they like or dislike about Canada.

Note: The stories may be put on audiotape and made available for students to listen to.

1. From the stories you have just read, summarize what each person is in favour of or what they oppose.
  - a. Bill: *He favours being a Canadian but wants to keep his Ukrainian heritage and language. He wants strong provincial powers.*
  - b. Nicole: *She believes Quebec is a distinct society, and she wants to preserve the French language and culture.*
  - c. Allistair: *He wants equal rights. He feels that provinces should control their own resources. He also favours being a Canadian.*
  - d. Marie: *She is concerned about land rights for native people. She believes native people are a distinct society.*
  - e. Randolph: *He wants equal rights and opportunities. He wants us to have a strong Canadian government.*
2. What values do you think are important to each of the people you listened to?
  - a. Bill: *He values strong provinces in a united Canada.*
  - b. Nicole: *She has pride in her culture and language.*
  - c. Allistair: *He values equal rights for everyone.*
  - d. Marie: *She values pride in culture and ancestry.*
  - e. Randolph: *He believes in equal rights and opportunities for everyone.*
3. With respect to the issues you have learned about in this activity, what kind of country would you like Canada to be?

*Answers will be personal.*

4. Based on what you have read and thought about here, write two questions that you think are important in helping to understand how Canada came to be the way it is.

*Answers will vary. Some possibilities are*

- *Why does Canada have two official languages?*
- *Why are there different provinces?*
- *What rights do people have?*
- *How did Canada become a country?*

## Section 1: Activity 4

Activity 4 is intended to review two key concepts from Module 3 – colonization and settlement. The concepts are important to understanding the development of Canada. The review is in the form of a puzzle.

1. Fill in the missing word or words for each statement which follows. Fill in each blank, including the square. When you have completed all the statements, the letters in the boxes should spell out the two concepts, colonization and settlement. Note: All the words come from the first three chapters of your textbook, *Canada's Political Heritage*.
  - a. The C o n s t i t u t i o n a l A c t of 1791 divided Quebec into two provinces: Upper and Lower Canada.
  - b. The O n e i d a were part of the Iroquoian group called the League of Five Nations.
  - c. After the American Declaration of Independence in 1776, L o y a I i s t s migrated to Canada to remain under British law and government.
  - d. The rule or authority over a country, province, or district is called g o v e r n m e n t .
  - e. The landowners of N e w F r a n c e were organized under the seigneurial system.
  - f. Early descriptions of the Indians and their way of life show that Indian peoples were separate tribes or n a t i o n s .
  - g. M a i z e is a kind of corn which was grown especially by Indian tribes in Eastern Canada.
  - h. The native people who lived along the Pacific coast of Canada practised a custom of gift giving called p o t l a t c h .
  - i. The explorer J a c q u e s C a r t i e r claimed several regions in North America for France.
  - j. By the end of the 1800s the population of the native people called the I r o q u o i a n s was thought to be from 35 000 to 75 000 people.
  - k. Samuel de Champlain was a French e x p l o r e r who helped start a permanent French colony called Quebec.
  - l. The H u r o n s , like other Iroquoians, had a democratic form of government.

Did you discover the word *colonization*? Now go on to review settlement.



- m. The A c a d i a n s were French-speaking people living in the maritime part of Canada who refused to swear loyalty to Britain.
- n. Canada came under E n g l i s h control after the Battle of the Plains of Abraham.
- o. French language and cultural rights were recognized in the Q u e b e c A c t of 1774.
- p. The A m e r i c a n R e v o l u t i o n brought more English-speaking settlers to Quebec and the Maritimes.
- q. Canada was colonized and settled by both French-speaking and English-speaking people, which led to struggles about l a n g u a g e rights.
- r. After 1763, Quebec was ruled by a British g o v e r n o r.
- s. The King of France established the C o m p a n y of H u n d r e d A s s o c i a t e s to help settle New France.
- t. New lands were discovered through e x p l o r a t i o n s.
- u. Upper and Lower Canada as well as New Brunswick and Nova Scotia were called B r i t i s h N o r t h A m e r i c a n colonies.
- v. The n a t i v e peoples of Canada were considered to be Canada's first inhabitants.

Did you get *settlement*?

2. State what the effects of colonization and settlement were on the following:

a. Native people

*There was a loss of control over traditional lands. They were forced to move to other areas.*

b. Land ownership

*A conflict was created between the French seigneurial system and the British free-hold system.*

c. Government in Canada

*French civil law and English law conflicted. English-speaking settlers demanded representative government.*

d. Economic activities

*Colonization brought the fur trade. New settlers started farming. English merchants wanted more trade.*

- Write a one-sentence **generalization** explaining the relationship between colonization and settlement.

Example: The development of Canada depended on the contributions of many different ethnic groups. This generalization links two ideas (development and contributions) to state a conclusion.

*Answers will vary, what follows is an example.*

*The colonization of Canada led to the settlement of new lands.*

- Would you have liked to live in Canada in 1800? Explain why or why not.

*Answers will vary.*

### Section 1: Activity 5

The purpose of Activity 5 is to have students practise the skills of map interpretation and to help students understand how geographic regions change over time. The activity could be started by giving students a blank sheet of paper requesting that students use it to draw a map of Canada as it is today with the provinces and territories listed. Compare the finished result with an atlas or wall map of Canada. Ask students if they think Canada was always divided as it is today.

- Name the Canadian provinces and territories.

*British Columbia*

*Alberta*

*Saskatchewan*

*Manitoba*

*Ontario*

*Quebec*

*New Brunswick*

*Nova Scotia*

*Prince Edward Island*

*Newfoundland*

*Northwest Territories*

*Yukon Territory*

- Look at the map of “Canada in 1800.” Where could Canada have expanded?

*Canada could have expanded westward and northward.*

3. Looking at the current and historical maps of Canada tells you many things about Canadian history. Write three hypotheses explaining the changes that have occurred to Canada since 1800.

*Possible hypotheses*

- *Canada took over land from the Hudson's Bay Company.*
- *Several provinces were formed out of Rupert's Land.*
- *There was competition for land between the United States and Britain.*
- *Canada expanded westward.*

## Section 1: Activity 6

The idea of pressures for change and reform is introduced in Activity 6 as a lead-up to the Rebellions of 1837. As an opener, a story about a junior high school students' council is presented. If possible, read and discuss this story with the students.

1. a. If you were a student in this school, how would you feel about the way the students' council is to be chosen?

*Answers will vary but students will probably object to the way the council was selected.*

- b. Do you think you would agree or disagree with this method?

*Students should give ideas on how a students' council should be run and what rights a student should have.*

2. Do you think this would be a fair way of choosing a students' council? Why or why not?

*Answers will be personal, but they should be defensible. Students could try to bring out what makes something fair, e.g., people exercising their rights and responsibilities.*

3. a. In the preceding story, to whom would the students' council be responsible?

*It would be responsible to the principal.*

- b. Who has the power?

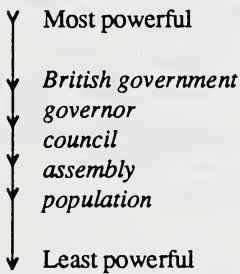
*In the story the principal and the school board have the power.*

4. What could the students in the school do to get the right to vote for their students' council?

*The following are possible suggestions:*

- *petitions*
- *negotiations*
- *letter writing*
- *peaceful demonstrations*

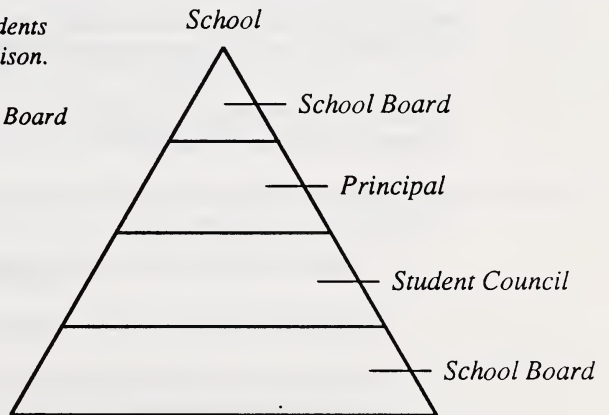
5. Make a list of who had the power from the most powerful to the least powerful.



6. Can you see some similarities with the situation in Golden Grove Junior High? Draw a similar pyramid to show the power structure of the school.

*Note: The parallel is not exact, but students should be able to draw a rough comparison.*

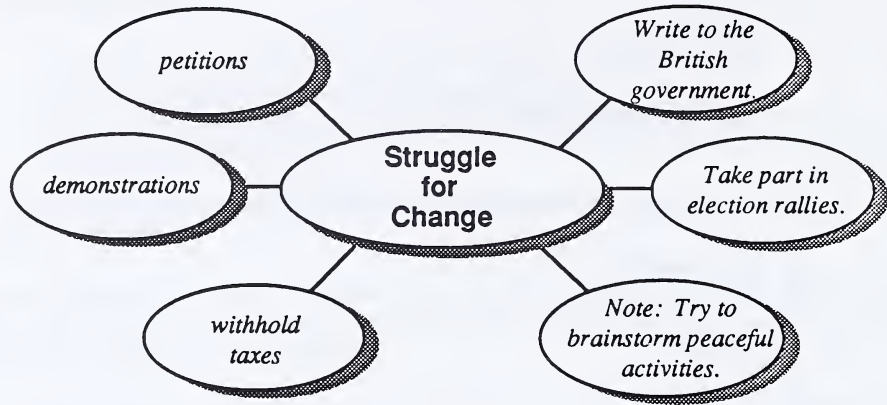
*King and British Government = School Board*  
*Governor = Principal*  
*Council = Student Council*  
*Assembly and Colonists = Students*



7. What kinds of changes do you think the colonists in Upper and Lower Canada wanted?

*They wanted more control over government. There should be elected representatives with more power. The governor should listen to the elected representatives.*

8. Use the following web to brainstorm ways the colonists could have created change.



### Section 1: Activity 7

As well as informing the student about the struggles for responsible government, a major purpose of Activity 7 is to introduce students to the TSQ4R method of reading and learning. It would be helpful to put up a large chart on the wall or bulletin board as a reminder to use TSQ4R.

Note: You may help students understand the map at the beginning of the activity by explaining that the arrows represent various pressures on the people living in Upper and Lower Canada.

Many of the activities for the TSQ4R method do not require written answers; some teaching suggestions have been included.

#### 1. THINK

- a. What does the title of the section (page 54) mean to you?

*Students should focus on the words struggle and responsible.*

- b. Think about why people (especially the ordinary people) might have been dissatisfied with the colonial government.

*It may be helpful to have students make brief notes listing the reasons for dissatisfaction.*

- c. What are different ways of struggling for change?

*Students should recall the methods for change they used for the brainstorming web in Activity 6, question 8.*



## 2. SURVEY

- a. Read pages 54 and 55. Think about what these two pages tell you about who, where, and when.
- b. Read all the headings up to page 63.
- c. Look at the pictures and diagrams.

## 3. QUESTION(S)

- a. The textbook gives you four important questions for the section you are reading. These are listed in the blue box on page 54. List these questions here:

*See page 54 of the textbook for the list of questions.*

- b. Using the headings from pages 54 to 62, list the other questions you will be attempting to answer in the reading. For example, on page 56 the heading is already a question. So you would write the following:

page 56: Who could vote in the British colonies?

List the other questions.

*p. 56: Who should vote?*

*p. 57: What were the disadvantages in the way the elections were conducted?*

*p. 58: Who had the power?*

*p. 58: Why was there a mood for change?*

*p. 60: Why was there a move for reform in Lower Canada?*

*p. 58: Who was Papineau?*

*p. 62: Why was there a move for reform in Upper Canada?*

- c. When you have looked at all the headings and thought of questions, make up six questions for yourself to answer using the five Ws and H. An example has been done for you.

(1) Who could vote in the British colonies?

Now try some others.

(2) What

(3) Where

(4) When

(5) Why

(6) How

*The previous heading questions could be used, or students could write original ones. Make sure questions relate to the readings.*

## 4. READ

Read pages 54 to 62 carefully, and try to answer the question for each section. Read section by section. Also look carefully at the pictures.

*Encouraging students to read section by section is important.*

## 5. RECITE

After reading each section, try to answer the question. You can do this in your head, or it may be helpful to jot some notes on scrap paper. Writing notes can be an effective way to remember what you have just read.

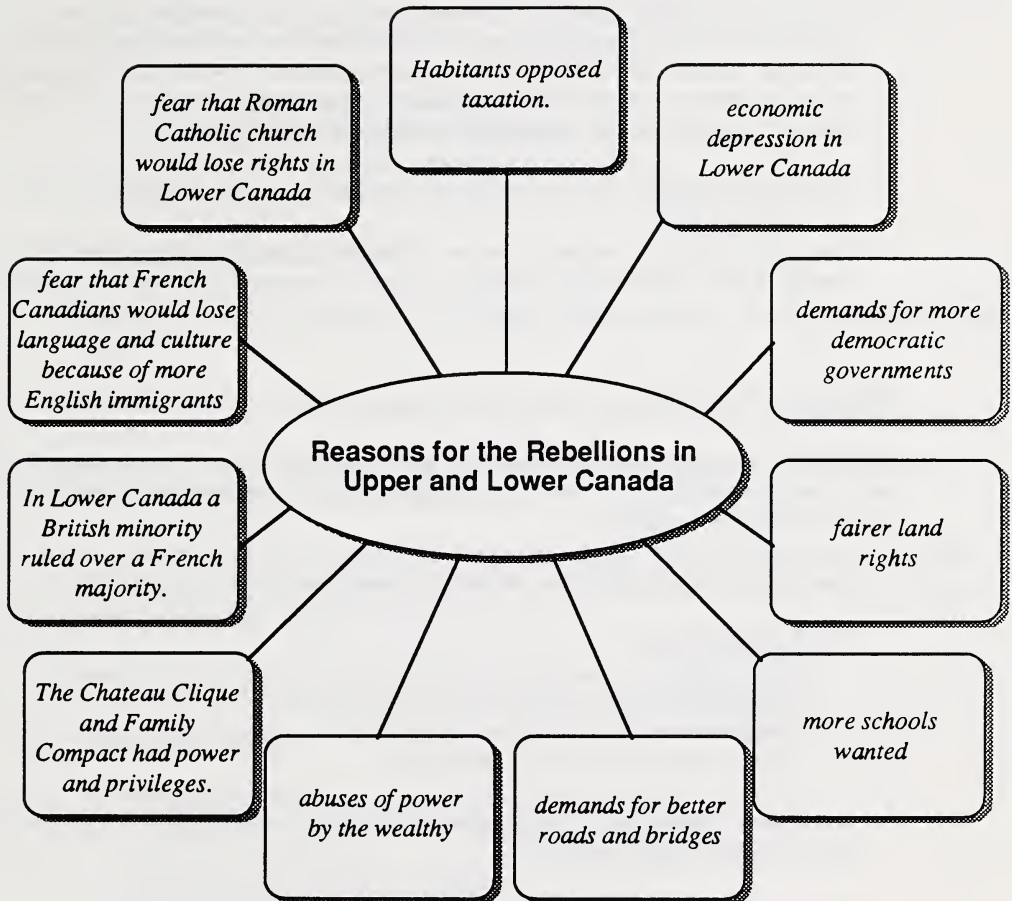
*If possible after students have read a section, ask them some questions about the reading. Encourage different kinds of note taking, e.g., webbing, outline form, etc.*

## 6. [W]RITE

- a. Write answers to the questions you have written in the Question part.

*Answers will depend on the questions asked.*

- b. Make a mind-map web showing reasons for the struggles in Upper and Lower Canada. (A mind map is a way of showing how certain ideas and events fit together to help explain something.) The central part of the web is given below with an example. Fill in the other boxes using what you have learned from your reading and questions.



## 7. REVIEW

Answer the first two questions from the blue box on page 54.

- The student should be able to list reasons for the rebellions from the mind map completed previously.
- The leaders of the rebellions were Papineau in Lower Canada and Mackenzie in Upper Canada.

8. Using the information on page 55, create a time line showing the dates and main events in Canada in the 1800s. Use the dates given in the “Chapter preview” on page 55 of *Canada’s Political Heritage*. Illustrate your time line with pictures and symbols which show something about the event. If possible, put your time line on a wall in the place where you work. You will continue to add to the time line as you study other events in Canadian history.

*The time line should provide a summary of the events – it will be an ongoing activity.*

*Note: Encourage the students to use the “Chapter previews” in the textbook and its dates and summaries for constructing the time line. Ideas for pictures and symbols are also provided in the textbook.*

### Section 1: Activity 8

Activity 8 focusses on the actual struggle for change in the colonies. You may want to introduce the activity to the students by discussing examples of arguments and conflicts people have had, and how those conflicts were resolved.

1. How did the colonies of Upper and Lower Canada react to the War of 1812?

*Possible answers are*

- *People did not want to be part of the United States.*
- *People wanted to have their own government.*
- *There was more economic development.*

2. What kinds of citizenship rights and freedoms did the new English-speaking immigrants expect to have in British North America?

*They expected to have*

- *land and religious rights*
- *voting rights*
- *representative government*

3. Who were the people who made up the *Family Compact* and the *Chateau Clique*?

*The **Family Compact** (Upper Canada) and **Chateau Clique** (Lower Canada) were English-speaking power groups made up of the wealthy. They received special privileges from the governor.*

4. a. What beliefs did the members of the Family Compact, the colonists, and new settlers have in common?

- *They all wanted a say in government.*
- *They all wanted to control land and resources.*
- *They all wanted economic development.*
- *All were anti-American.*

- b. What did they disagree about?

*They disagreed about democracy. The Family Compact did not want equal and democratic rights.*

5. Who were some of the people speaking from opposing sides of the reform issue?

*People speaking from opposing sides of the reform issue included Louis-Joseph Papineau, William Lyon Mackenzie, and John Strachan.*

6. Write a brief biography about each of the following people: Louis-Joseph Papineau; William Lyon Mackenzie, and Bishop John Strachan. For each one, explain who they were, what they did, and what they believed in.

*Information is available in the blue boxes in the textbook on pages 61 and 63.*

- a. Louis-Joseph Papineau

- *a wealthy seigneur*
- *speaker of the Lower Canada assembly*
- *leader of Les Patriotes*
- *made recommendations for change*
- *wanted to make Lower Canada like an American-style democracy*

- b. William Lyon Mackenzie

- *owned a newspaper called "Colonial Advocate"*
- *elected to the assembly*
- *first mayor of Toronto*
- *wrote articles and made speeches attacking the Family Compact*
- *wanted more fair and democratic government*

- c. Bishop John Strachan

- *a member of the Family Compact*
- *assumed many powerful positions in Upper Canada*
- *believed in the monarchy and opposed democracy*



7. a. Using the chart which follows, summarize the main points each man makes.

|   | <b>Mackenzie</b>                                     | <b>Strachan</b>  |
|---|--|--|
| <b>Who controls the government?</b>                           | <i>a small group of rich people (Family Compact)</i> | <i>many wealthy and educated people</i>                        |
| <b>Who makes the decisions?</b>                               | <i>mainly the government and Family Compact</i>      | <i>Strachan agrees; mainly the governor</i>                    |
| <b>Which groups and religions does the government favour?</b> | <i>Family Compact and Anglican Church</i>            | <i>The article doesn't give this information.</i>              |
| <b>What does each man think is most important?</b>            | <i>democracy, equal rights, religious freedom</i>    | <i>special rights for a few, including the Anglican church</i> |

- b. Who do you think won the debate? Mackenzie or Strachan? Give reasons for your decision.

*Students should carefully consider how well each man supports his arguments.*

*Answers will vary, but should be defensible.*

- c. Now compare your decision with that of the other judges. Who did the judges decide in favour of, and why?

|  |
|--|
| <p><b>Judge 1 (British Government)</b></p> <p><i>Judge 1 decided in favour of Bishop Strachan. The British Government controlled the country and did not want to give it up.</i></p> |
| <p><b>Judge 2 (early historian)</b></p> <p><i>Judge 2 decided in favour of Mackenzie. He felt Strachan and the Family Compact prevented the growth of democracy.</i></p>             |

Judge 3 (present-day historian)

*Judge 3 called the debate a draw. Both sides had some good points. There were other reformers who were more reasonable than Mackenzie. Not all Family Compact members were opposed by colonists.*

Your view

*Students should give support for their argument.*

- d. What do you think would have been the best way to resolve the conflict? Give reasons for your choice.

*Answers will vary, but should be defensible. Students may suggest alternatives to violence. Some possibilities are*

- *encouraging voters to elect certain people*
- *peaceful demonstrations*
- *refusing to pay taxes*

8. Reread the three questions presented at the beginning of this activity. Review your work until you can answer them without difficulty.

- a. Why did the government of Canada change in the early 1800s?

*Use information from the concept maps and lists made previously.*

- b. Who were some of the people involved in changing the government?

*Review the biographies of Mackenzie and Papineau.*

- c. What kinds of changes did people want?

*Look at Mackenzie's arguments in the debate.*

## Section 1: Activity 9

To begin this activity, you might ask students to make a list with two columns – “Reasons It Is Right To Rebel” and “Reasons It Is Not Right To Rebel.” If possible, provide a news article of a recent event involving rebellion and discuss it with the students. Then ask students to fill in the two columns. You could ask the question, “Would it be necessary to rebel if there were peaceful ways to bring about change?” Try to show how violent rebellion grows out of situations where some people do not seem to have the necessary power or ways of influencing their government.

1. What questions does this section make you ask about the Rebellions of 1837?

*Questions asked might include the following:*

- *Who was involved in the battles?*
- *How many people were killed?*
- *How did the battles take place?*
- *Why was there fighting?*
- *Where did the fighting occur?*

2. Which opinion is closest to your own? State your position using two or three facts or examples from your own knowledge of world affairs to support your position.

*Positions taken will be personal. Be sure they are supported by facts or examples. Question the student about their given reasons. Ask if there are alternatives. If possible, make references to current events. Ask if change is possible without violence.*

3. What happened to the people who participated in the 1837 Rebellions?

*Mackenzie and Papineau had to leave Canada. Others also were banned from Canada. Some were hanged. Many rebels lost property and were jailed.*

4. Who was Lord Durham and why was he sent to British North America by the British government?

*Lord Durham was a member of one of the richest families in England. He was sent to North America by the British government to find out why there had been rebellions and to suggest solutions to the conflict.*

5. Did Lord Durham understand the feelings of the French in Lower Canada?

*No. He felt the British were superior.*

6. What proposals did Lord Durham make to resolve the conflict?

*He recommended uniting Upper and Lower Canada into one province, separating British and Canadian affairs, and granting responsible government.*

7. Did Durham's proposed solutions recognize Quebec as a distinct society?

*He thought that by uniting Upper and Lower Canada, the French identity would gradually disappear. He did not want to recognize Quebec as a distinct society.*

8. a. How did English-speaking people in Upper Canada react to Durham's proposals to unite the two Canadas?

*English-speaking people were in favour. They thought it would especially favour economic benefits.*

- b. How did the French-speaking Canadians react?

*French-speaking Canadians were against it. They feared loss of language and identity.*

9. After Durham's proposals and the Act of Union of 1841, it still took a number of years for responsible government to become a reality.

The idea is that the government is responsible or accountable to the people who elect the members of the government.

- a. What problem arising out of the 1837 Rebellion did the Rebellion Losses Bill try to correct?

*The Rebellion Losses Bill was intended to pay Lower Canadians (people from Canada East) for property losses suffered during the 1837 Rebellion.*

- b. Why was the signing of the Rebellion Losses Bill a difficult choice for Lord Elgin?

*English Canadians opposed it, but French Canadians supported it. The majority of assembly members supported the bill. Elgin himself opposed it, but he was in favour of responsible government so he had to sign it.*

- c. If Lord Elgin had not signed the Rebellion Losses Bill to pay for property losses incurred during the rebellion in Lower Canada, what might have happened to French-English relations in Lower Canada?

*There was conflict in either case. English-speaking merchants resented the bill, but if Elgin had not signed it, French-Canadians would have been extremely angry.*

- d. What principle of Canadian government began with the signing of the Rebellion Losses Bill?

*The principle of responsible government was established (see the definition in the glossary).*

10. Use the information from your reading to answer the following questions.

- a. Why did Baldwin and LaFontaine unite to lead Canada?

*They united to make improvements in Canada. They wanted to make government work better and to overcome conflict and tension between the French and English.*

- b. What role did their united leadership have in getting Canada on the road to becoming a country?

*There was greater support for Confederation.*

## Section 1: Follow-up Activities

At this point in the section, the activities are separated into two strands: Extra Help and Enrichment. If students had some difficulties understanding the concepts in the activities, it is recommended that they do the Extra Help. If students had a clear understanding of the concepts and had few difficulties completing the activities, it is recommended that they do the Enrichment. As the learning facilitator, you should assist students in choosing the appropriate path.

### Extra Help

#### Part A

#### Puzzle Questions

For each question below fill in the missing word. Be sure you fill in all the blanks. When you have finished, you will know that all your answers are correct if you can find the words **responsible government** spelled out in the boxes. You can find answers in chapter 4 of your textbook.

- After the rebellions Lord D u r h a m was appointed by Britain to report on the situation in Upper and Lower Canada.
- The advisors to the governor were the e x e c u t i v e .
- Durham recommended that the executive be chosen from the a s s e m b l y .
- Another of Durham's recommendations was that Upper and Lower Canada be united to form the p r o v i n c e of Canada.
- L o w e r Canada was renamed Canada East.



6. Upper and Lower Canada were united by the Act of U n i o n in 1841.
7. Canada West was made up primarily of E n g l i s h -speaking people.
8. The type of government Durham recommended for the Canadians is called r e s p o n s i b l e government.
9. All b i l l s passed by the assembly had to be signed.
10. Once the bill was signed by the governor it became l a w.
11. The governor general appointed in 1848 was Lord E l g i n.
12. In a responsible system the l e g i s l a t i v e council would still be appointed by the governor.
13. In the elections of 1848 the Reformers held the m a j o r i t y in the assembly.
14. In 1849 Tory members in the assembly v o t e d against the Rebellion Losses Bill.
15. The executive at this time consisted mostly of r e f o r m e r s.
16. The Tories called the Rebellion Losses Bill “a reward to the r e b e l s.”
17. Under the responsible system, if the assembly and the executive agreed upon a bill, the governor would have to s i g n it before it could become law.
18. The Tories, who opposed the Rebellion Losses Bill, were a m i n o r i t y in the assembly.
19. The g o v e r n o r as well as the Tories opposed the Rebellion Losses Bill.
20. The Tories threatened the governor with v i o l e n c e if he signed the bill.
21. Lord Elgin had to decide whether to side with the T o r i e s or follow the advice of the executive, the majority in the assembly.<sup>1</sup>

<sup>1</sup> Weigl Educational Publishers Limited for “Student Master No. 11” from *Teacher Guide for Canada’s Political Heritage*. Reprinted by permission of Weigl Educational Publishers Limited.

## Part B

If it is possible, obtain the filmstrip/audiotape *The Upper Canada Rebellion of 1837*. This resource should be available in most school libraries. It is part of the Grade 8 Kanata Kit. A transcript is available in the *Teacher Guide for Canada's Political Heritage*, Weigl Publishers, 1987, pages 50 to 53.

The filmstrip/audiotape will be helpful to students who would benefit by a more visual presentation. As students are watching/listening, it may be helpful to break the program into segments and allow the students to answer questions after each segment.

22. What was the most important position in the colony?

*The governor held the most important position.*

23. What was the Family Compact?

*It was a small group of rich and influential, English-speaking, Anglican people who controlled much of the decision making in Upper Canada.*

24. a. Name two reform leaders in Upper Canada.

*William Lyon Mackenzie and Robert Baldwin*

- b. How did their ideas differ?

*Mackenzie believed it would be acceptable to use violence, but Baldwin wanted change in a peaceful and orderly way.*

25. Briefly discuss the complaints of the Reformers under the following headings:

- a. politics

*The governor and council controlled the decision making. The elected representatives had little power.*

- b. land policies

*The land grants favoured the wealthy and the Anglican church.*

- c. religion

*The Anglican church received special privileges over other religious groups.*

- d. education

*Reformers wanted more public schooling, not just schools for the rich.*

## e. economy

*Farmers wanted more roads and bridges to facilitate transporting their goods to market. There was demand for more trade with the United States.*

## 26. Why did Mackenzie resort to violence?

*Mackenzie's demands as a reformer were ignored. He was personally attacked, and his newspaper was shut down. He was also spurred on by the uprising in Lower Canada.*

## 27. Why did the rebellion fail?

*The rebels were poorly organized and armed. Probably they did not have enough support from the general population.*

## 28. Only a small number of people took part in the rebellion. Were they justified in their actions? Why or why not?

*Answers will vary. They should be defensible. Students could explore whether there were alternatives.*

**Enrichment****Part A****Starting a Personal Dialogue Journal**

In this activity you will start a personal journal. Journal writing allows you to follow up on your own questions and ideas, and to explore alternative ways of thinking about these questions and issues. Your journal could be in the form of a personal dialogue journal. A personal dialogue journal is a way for you to have a conversation with the people involved in the events and issues of this module.

For your first entry, you should explore an issue of concern to you. You might choose one of the issues you read about in Activities 2 and 3.

First, write in your journal the issue of concern to you. (For example, should Canada be a bilingual country? Is Quebec a distinct society? What rights and freedoms are important to you?) Explain in your journal why this is an important issue for you.

Second, write what your opinion is about the issue. Compare your own views with other people's opinions. For example, you could have a discussion with one of the people in Activity 3. Do you agree or disagree with what they say about Canada? Another way to write would be to have a conversation with one of the historical figures in your textbook. In this section, you might have a discussion with William Lyon Mackenzie. Tell him why you agree or disagree about the use of violence in creating change.

Third, write about how you could learn more about the issue. What are some other important questions for you?

### How to Keep Your Journal

- Keep your journal in a separate key-tab or coil notebook.
- Give your journal a title. Colour and decorate the cover if you wish.
- Write down the date each time you write in the journal.
- Try to write something at the end of each activity about what you have learned and what you think about it.
- You may share your dialogue journal with your learning facilitator.

- *Discuss with students the issues that are raised at the conclusion of each activity. These provide topics for writing. Suggestions are also provided in the Study Guide.*
- *Encourage students to write from a personal point of view. If the students are willing to share their journal with you, ask if you can be a dialogue partner. You could then read the students' journal entries and make suggestions, encourage, and raise questions.*
- *Encourage students to maintain the journal on a regular basis in a key-tab or coil notebook.*

### Part B

#### ***Was the sentencing of rebels done fairly after the Rebellions of 1837?***

Read the section entitled "Punishment and pardon" on page 70 of *Canada's Political Heritage*. After you have read it, think about the treatment of the rebels after the 1837 Rebellions. Then complete the following activities.

1. Imagine that you were the judge responsible for sentencing the rebels. Write what you would consider to be a fair sentence for the leaders of the rebellions and for their followers.

*Sentences will vary, students should give sound reasons to support their sentence.*

2. Was your sentence harsher, lighter, or about the same as the sentences which were actually imposed on the rebels? Explain why your sentence is the same, or different, from the actual ones described.

*For comparison purposes this could be done in chart form. Answers will vary depending on the sentence imposed by students.*



3. Do you consider rebellions to be like other crimes or different from them? Explain your answer.

*Think about the characteristics of a crime. In what ways is rebellion illegal? Can a rebellion ever be legal?*

4. Find examples of armed or violent rebellion from the news (newspapers, magazines, TV). Discuss how these events are being reported and what people think should be done about the conflict. How do these events compare to the 1837 Rebellions?

*Comparisons will depend on the news articles chosen.*

*If possible, bring in newspaper/magazine articles for the students. The activity could be done in the form of a comparison chart such as the following:*

|                      | 1837 Rebellion | Current Events |
|----------------------|----------------|----------------|
| What Happened?       |                |                |
| Why did it Happen?   |                |                |
| Who was Involved?    |                |                |
| What are the Issues? |                |                |

### Section 1 Assignment

An important part of Section 1 was to inquire into how government changed in Canada after 1800. Rebellions broke out in Upper and Lower Canada in 1837 because some people wanted the government to be more responsible. They wanted the British governor to listen more to the elected representatives and to the people of the colonies.

Although the Rebellions of 1837 were put down and the leaders punished, the British Government did look into the problems of Upper and Lower Canada. They sent Lord Durham to write a report and make recommendations for change. The immediate result was the Act of Union in 1841. It took somewhat longer to actually get responsible government, but with Lord Elgin signing the Rebellion Losses Bill in 1849, the changes the rebels had fought for in 1837 finally came into being.

The purpose of the following chart is to summarize how government changed as a consequence of the Rebellions of 1837. Complete the chart with as much detail as you can. Refer to the activities in Section 1 and to chapter 4 in your textbook for assistance.



## Changes in Government After the Rebellions of 1837

|   | <b>Before 1840<br/>(Colonial Government)</b>   |  | <b>After 1849<br/>(Responsible Government)</b>  |
|---|--|--|---|
| <b>Provinces</b>                                    | <i>Upper Canada<br/>(present-day Ontario)</i>  | <i>Lower Canada<br/>(present-day Quebec)</i> | <i>One province of Canada divided into Canada West (formerly Upper Canada) and Canada East (formerly Lower Canada).</i> |
| <b>Who could vote?</b>                              | <i>Only men and property owners were allowed to vote. Large groups of the population did not have the right to vote.</i> |  | <i>Still only men and property owners could vote.</i>   |
| <b>What were the official language(s)?</b>          | <i>English</i>   | <i>French and English</i>                    | <i>English and French in the assembly</i>   |
| <b>Who were members of the government?</b>          | <i>British governor, executive (council), elected assembly</i>   |  | <i>similar, except elected assembly given more power</i>  |
| <b>What power did elected representatives have?</b> | <i>They had very little power. Governor and council made all decisions.</i>  |  | <i>Governor and council had to listen to the decision of the elected assembly.</i>                                      |

## Section 2: Expansion and Resistance

### Key Concepts:

- geographic regions
- population distribution
- constitution
- Confederation
- rebellion
- resistance

Two important events are focussed on in this section – Confederation in 1867 and the Métis resistances of 1869 and 1885. Students will share in the excitement of Canada's birth as a nation. They should be able to relate how expansion was the result of many people's dreams to build a new country, but it was also the result of struggle and conflict. Upon finishing this section, students should

- understand it was a long struggle to bring various divisions of Canada together into Confederation
- realize that deciding what type of country Canada should be is a process that still continues today
- accept that the different geographic regions have different concerns that may not be shared by all other regions of the country
- have some knowledge of the groups affected by increased settlement in the Canadian West
- discover what changes rebellion and resistance caused in Canada's development as a nation

### Teaching Suggestions

- Use historical maps on the overhead to show westward expansion.
- Students should continue to work on the time line they started in Section 1, Activity 7 to help them organize the events of Canada's development. This could be done as a class project rather than as an individual activity.
- The newspaper reporter role could be expanded into a class activity. Have students create a small newspaper within the historical content. Besides news reports they could include editorials, letters to the editor, ads, political cartoons, etc.

## Section 2: Activity 1

Activity 1 has students examining maps to make conclusions about changes in Canada from before and after Confederation. As well, students will create a pie graph showing the population and economic activities of each of the British colonies. Activity 1 is introduced through a comparison with a person's lifetime. That comparison could be enhanced by the students making a list of changes in their own lives, or in the lives of their parents.

1. What were the main differences between Canada in 1800 and Canada before Confederation?

*In 1800 Canada was made up of two provinces – Upper Canada and Lower Canada. Each colony was governed by a governor, two councils, and an elected assembly. Council members were responsible only to the governor. The assembly had no real power – the governor could veto any law passed by the assembly. Before Confederation Canada consisted of one province. The government was based on the old system. However, they now had responsible government.*

2. Using the information from your text reading, list the names of all the British colonies and provinces in Canada before 1867, and the names of their largest cities.

*Province of Canada - Canada West – Toronto  
Canada East – Quebec City*

*Nova Scotia - Halifax*

*New Brunswick - St. John*

*Prince Edward Island - Charlottetown*

*Newfoundland - St. John's*

3. Before Canada became a country in 1867, its different parts were still British colonies in North America. Take some time to compare the colonies and provinces you read about in terms of population and economic activities. You can do this comparison in the form of a pie graph. Following are instructions for constructing a pie graph. Place your pie graph in the space provided.

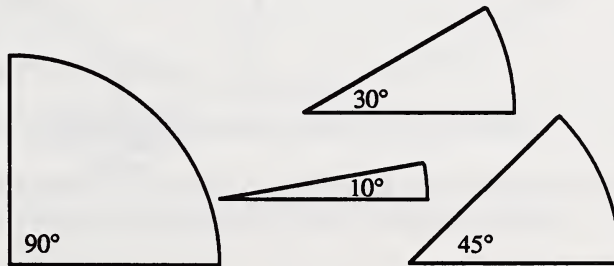
- Step 1. Using the table of information on pages 84 and 85 of your textbook, add together the population figures for all the provinces.
- Step 2. The population for each province should then be divided by the total population. (For example, Canada East: 1 112 000 divided by the total, 3 293 000 results in .34.)
- Step 3. When you have completed this for each province, multiply the decimal figure by the total degrees in a circle – 360. (For example, Canada East:  $.34 \times 360 = 122$  degrees.)



- Step 4. When you have calculated the degrees for all the provinces, draw your circle. Make it quite large. Use the page which follows. Draw a straight line from the centre point to the outside of the circle. Now, using a protractor, measure the number of degrees for each of the provinces and draw in the lines.
- Step 5. Label each piece of pie in your graph with the name of the province and its population in numbers.
- Step 6. On the outside of each segment print the main ways in which people made a living. You might draw arrows pointing to the segment. Colour each segment differently.

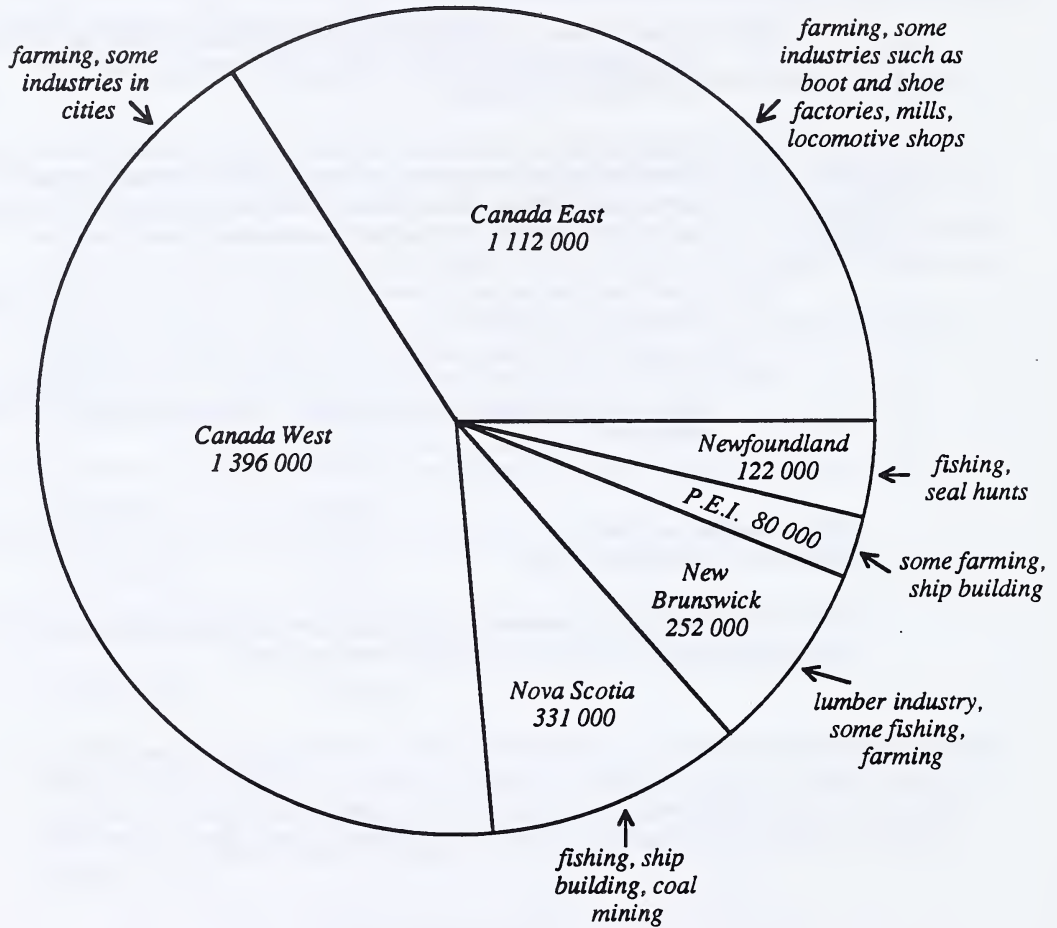
*Have the students do their own calculations. Each province or colony should be coloured and labelled on the completed graphs.*

*Note: If a protractor is not available, use the sample pie sections supplied here to help students approximate the number of degrees needed for each province.*



*The finished pie graph should resemble the following:*

## Population of the Provinces – 1864





4. For the following questions refer to your pie graph and the maps “Canada in 1800” and “Canada Before Confederation.”
- a. Using the information from the pie graph, rank the provinces in order according to population size, beginning with the largest.

*Canada West*

*Canada East*

*Nova Scotia*

*New Brunswick*

*Newfoundland*

*Prince Edward Island*

- b. What difficulties would the differences in population create for joining provinces together under one government?

*Difficulties may include*

- *choosing benefits that each province should get*
- *selecting the number of elected representatives that each province should get*

- c. When you look at the location of the provinces on your map, can you suggest some geographic difficulties that might be encountered in joining them together into one country?

*Difficulties which might be encountered include*

- *distance*
- *transportation and communication*
- *natural barriers (e.g., water)*

## Section 2: Activity 2

This activity explores the question:

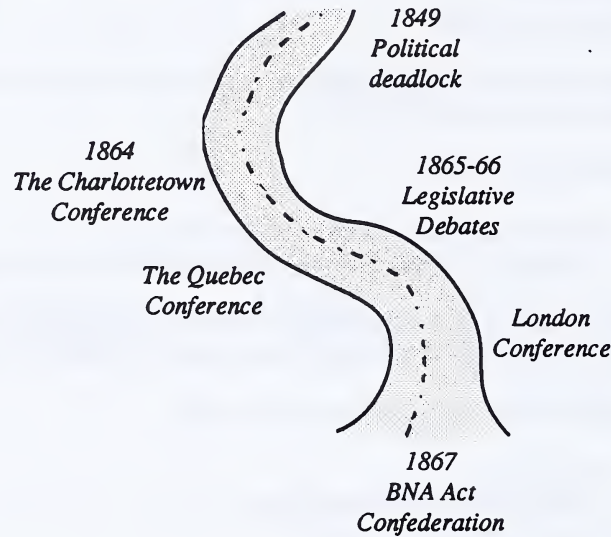
**Should the colonies and provinces unite to form one large nation?**

Ask students to think about what makes it possible for so large a nation to stay united. What do provinces have in common that would allow Canada to exist as a nation?

1. Draw a winding road with the dates from page 77 of your textbook as stopping places. At each stopping place, list the date and what happened. Also include possible obstacles to achieving Confederation. (Refer back to the previous activity for some of the difficulties on the road to building unity.)

*Have students list possible obstacles first.*

### **“The Road to Confederation”**



*Before proceeding, remind students of the TSQ4R approach to reading.*

2. Using the information from your reading, complete the following outline. The main headings are given. Fill in the outline with two or three (or more) main points. Some examples have been provided for you.

### Reasons For Confederation

- A. Political deadlock in Canada (*pages 78 and 79 text*)
  - 1. No political party could gain a majority in the assemblies, so no decisions could be made.
  - 2. *French-English conflict*
  - 3. *rivalry between political parties*
  - 4. Other points... *religious/language differences*
- B. Threat of American invasion (*page 81 text*)
  - 1. *American belief in Manifest Destiny*
  - 2. *American Civil War*
  - 3. *Fenian border raids*
  - 4. Other points...
- C. Railways and trade (*page 81 text*)
  - 1. *Grand Trunk Railway built*
  - 2. *railway to Maritimes good for trade*
  - 3. *need for markets within colonies*
  - 4. Other points...
    - a. *need for a winter shipping port to Britain*
    - b. *expense of building railway*
- D. Desire to create a new and important nation (*page 82 text*)
  - 1. *West could be settled*
  - 2. *protect land from American expansion*
  - 3. Other points... *access to rich farming lands in West*
- E. Pressure from Britain (*page 82 text*)
  - 1. The colonies were too expensive for Britain.
  - 2. *Britain wanted colonies to be self-sufficient.*
  - 3. Other points...

3. The following list contains the names of people you could interview. The names are from the chart on pages 84 and 85 in your textbook. Choose two people from the list to interview.

Canada East, George E. Cartier  
 Canada West, John A. Macdonald  
 Nova Scotia, Charles Tupper  
 New Brunswick, Samuel Leonard Tilley  
 Prince Edward Island, John Hamilton Gray  
 Newfoundland, Frederick B.T. Carter

Use the section called “Special concerns” on pages 84 and 85 of your text to decide what each person might say. Make notes in point form for each person, using the preceding questions as a guide.

*A possible answer would be*

*Interview with George E. Cartier, Canada East*

*I would want to see French Canadians continue to have their own language, religion, schools, and civil law. These rights need to be guaranteed before we could join Confederation. There should be no representation by population as we do not want the English majority to have more influences over government decisions than French Canadians. Confederation could help provide markets for our farmers and merchants. This could also keep us from being annexed by the United States.*

*For the others see pages 84 and 85 in the textbook Canada’s Political Heritage for concerns each would likely have. Interviews should be written up in a format similar to that given for Cartier.*

4. Now answer the following questions about the cartoon.
- a. Who do each of the three figures in the cartoon represent? How can you tell?

*The man (Uncle Sam) represents the United States. Uncle Sam is a traditional U.S. symbol. The woman represents Britain – clues to her identity are her apron made from the Union Jack and her name “Mother Britannia.” Also she is a caricature of Queen Victoria. The child represents Canada and is identified by the label on the child’s dress.*

- b. Why is Canada made to look like a child?

*It is a child because Canada is not yet an independent country.*

- c. Why is the child holding a rifle?

*The gun shows Canada is trying to assert itself as an individual nation.*

- d. What are the two larger figures saying and doing?

*Both adults are ready to catch the child if it falls. The woman tells the child to be careful; the man says not to worry.*

- e. What pressures are they exerting on Canada?

*The United States is anxious to grab Canada for itself. Britain wants Canada to go its own way, but is warning Canada to watch out for the United States. They are both exerting pressure on Canada to be independent.*

- f. In your own words, explain what you think is the meaning of this cartoon. (Remember, the cartoon is related to the background information you have read in this activity.)

*Possible answer*

*Canada was feeling pressure from the United States and Britain to be independent.*

## Section 2: Activity 3

Activity 3 helps students to understand the kind of government that emerged from Confederation and the BNA Act. Help students make a list of people who are in government in your area. Also, bring newspaper articles about government conferences, and help students understand what government conferences are about.

1. Complete the chart that follows to show some of the similarities and differences between a conference held in 1864 and one held today. (Hint: In 1864, television and radio did not exist, and it took many days for news to travel. How do you think television in particular would influence decision making?)

*Possible answers*

| Constitutional Conferences – Then and Now  |   |
|--|---|
| Similarities   | Differences   |
| <ul style="list-style-type: none"> <li>• <i>politicians and leaders involved</i></li> <li>• <i>same places</i></li> <li>• <i>similar issues</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>more media today</i></li> <li>• <i>people see it on TV</i></li> <li>• <i>more people know about the issues</i></li> </ul> |



*You might want to bring out the point about the effect of TV. Conferences are now stages for the media. There is more show business to it than in the past.*

2. The Quebec Conference of 1864 resulted in a blueprint for a new nation called Canada. The delegates wanted a strong central government that would take care of the needs of all Canadians. They were also concerned that the provinces have enough freedom to deal with provincial interests and concerns.

- a. What kind of union would Canada be?

*Canada would be a Confederation with one central government plus provincial governments.*

- b. Study the diagram again on page 80 of the textbook. Which model was selected?

*The Confederation model was selected.*

- c. What would be the main difference in the diagram today? (What would you need to add?)

*There are more provinces today.*

- d. What powers would the provinces keep?

*The provincial powers dealt mostly with local concerns. See page 89 in the textbook **Canada's Political Heritage** for a list of provincial powers.*

- e. The new federal government would have a House of Commons, which is the elected assembly. How was the number of elected representatives decided for each province?

*It was decided by the number of people in each province.*

- f. Why did the French-Canadian delegates from Canada East accept Confederation?

*They accepted Confederation because education, language, and religious rights were placed under provincial control. They were also guaranteed at least 65 members in the new government.*

- g. Why were the Maritime delegates not as happy?

*They received fewer elected members than Ontario or Quebec.*

3. Match the terms with their definitions. To the left of each term, write the letter of the phrase that describes it. No term can be used more than once.

|          |                        |  |
|----------|------------------------|--|
| <u>c</u> | responsible government | a. The leader of the political party with the largest number of elected members in Parliament. |
| <u>j</u> | courts                 | b. The person who is in charge of a government department.                                     |
| <u>a</u> | prime minister         | c. This means that the government must answer to the assembly for its actions.                 |
| <u>i</u> | executive              | d. The group of advisers to the prime minister.  |
| <u>e</u> | governor general       | e. This person represents the queen in Canada.   |
| <u>h</u> | coalition government   | f. The political party with the second largest number of seats in Parliament.                  |
| <u>d</u> | cabinet                | g. Members of this body of Parliament are appointed.   |
| <u>b</u> | cabinet minister       | h. If two or more parties join together to form the government, it is called this.             |
| <u>f</u> | opposition             | i. The prime minister and cabinet make up this branch of the government.                       |
| <u>g</u> | Senate                 | j. Laws passed in Parliament are enforced by this body. <sup>1</sup>                           |

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## Section 2: Activity 4

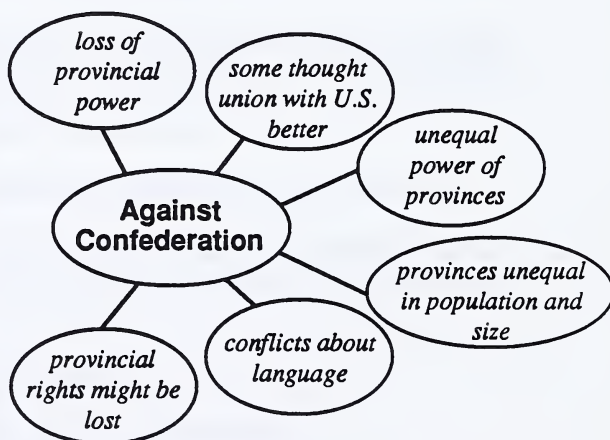
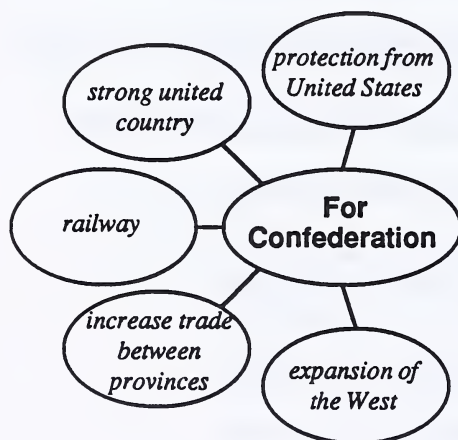
Whether change is good or not is a matter of perspective. Activity 4 asks students to weigh the arguments for and against Confederation. You might begin by asking students to consider what makes a deal a good one! (Both sides in a deal have to feel they come away with something.)

1. John A. Macdonald was Canada's first prime minister. Although he had much to do with bringing Canada into Confederation, he also had many faults. What do you think were some of the most important contributions of John A. Macdonald?

*Answers will vary. The following will provide some background.*

*John A. Macdonald was born in Glasgow, Scotland and came to Kingston in Canada at an early age. He trained as a lawyer and earned a reputation for flair and ingenuity in his legal work. When he entered politics he became an astute and capable politician. He established a long-standing alliance with French Canadians through his friendship with George Cartier. He played a leading role in creating Canada as a nation, and in governing Canada during its first years. He was Canada's first prime minister.*

2. What were some of the arguments for and against Confederation? Use the information from the textbook to create "for" and "against" webs.



3. In many aspects, Confederation tried to find ways for Canadians to live together with differences.

a. What are some of the differences in Canada that Confederation tried to deal with?

*Differences that Confederation tried to deal with include*

- *language*
- *ethnic origins*
- *economic activities*
- *laws*
- *religion*
- *size and population of provinces*
- *regional differences*

b. Are these differences still important in Canada today?

*Yes, they are.*

4. Looking at Confederation and the BNA Act from today's perspective, can you see any issues which the Fathers of Confederation did not deal with?

*Some possibilities would be*

- *ownership of resources such as oil and gas*
- *control of communication, e.g., telephones, radio, and television*
- *self-government for native people*
- *multicultural rights*
- *women's rights*
- *environmental issues*

## Section 2: Activity 5

The purpose of this activity is to have the students inquire into who lived in the West, and what some of the problems were. They are presented with a number of questions to think about as they work through the activity. Upon completion students should be able to answer those questions.

1. In your own words, what are the main events of this chapter?

*The main events of this chapter include*

- the expansion of Canada to the West
- the building of the railway
- the Métis resistance to western expansion
- the creation of new provinces

2. Look at a map of Canada in an atlas. In 1869, the Red River settlement was in the area which today is Winnipeg, Manitoba. The capital of Ontario was Toronto.

- a. Approximately how many kilometres would a trip from Toronto to Winnipeg be?

*It would be approximately 2000 km.*

- b. In 1869 what would have been the means of travel to get to the Red River settlement from Ontario?

*Travel would have been by foot, by horse and cart, and by boat on rivers.*

- c. How long do you think such a trip might have taken?

*The time it took would depend on the method of travel. It could easily take a month or more.*

3. a. Who had controlled Rupert's Land since 1670?

*The Hudson's Bay Company controlled it.*

- b. How had Europeans used this land in the past?

*This land was used primarily for the fur trade and exploration.*



- c. After 1867, who was becoming more interested in controlling it? Why?

*The Canadian government became interested in controlling this land for the following reasons:*

- *to stop American expansion*
- *to have land for immigrants*
- *to open new land for farming*

4. Complete the following chart.

### The Métis in Assiniboia, 1869

|   |
|---|
| <b>Origins (Ancestry):</b> <ul style="list-style-type: none"> <li>• <i>native and European (English and French) ancestry</i></li> </ul>   |
| <b>Language(s):</b> <ul style="list-style-type: none"> <li>• <i>French, English, as well as native languages such as Cree</i></li> </ul>  |
| <b>Religion:</b> <ul style="list-style-type: none"> <li>• <i>strong religious beliefs that often combined native beliefs with Christian (especially Roman Catholicism) religions</i></li> </ul> |
| <b>Economic activities:</b> <ul style="list-style-type: none"> <li>• <i>buffalo hunting</i></li> <li>• <i>trading</i></li> <li>• <i>some farming</i></li> </ul>                                 |
























5. Use the following steps to create a pictograph (picture graph) representing the multicultural population of the settlement.

Step 1. Fill in the population figures.

- *French-speaking Métis, 5700*
- *English-speaking Métis, 4100*
- *Other settlers, 1500*

Step 2. Use figures of people to represent the population. Have each figure represent 500 people. To calculate how many figures you will need for each of the major groups, divide the population of the group by 500. A fraction can be represented by a partial figure.

Step 3. Draw your graph. You might want to represent both males and females by making half male figures and the other half female figures. Use different coloured figures for each group.

|   |  |
|---|--|
| <b>Population of Assiniboia<br/>Settlement, 1869</b><br><br><b>Total Population = 11 300</b><br><b>French Métis = 5 700</b><br><b>English Métis = 4 100</b><br><b>Other = 1 500</b><br><br> = 500 population |  |
| <b>French-speaking Métis</b>  |            |
| <b>English-speaking Métis</b>   |          |
| <b>Other</b>  |     |

6. If the Assiniboia settlement was going to be made a province of Canada, what issues would be important for the people living there, especially the Métis?

*Issues important to the people of Assiniboia would be*

- *protection of the buffalo herds*
- *land rights*
- *language and religious rights*
- *control over government*

7. Looking at the events of the years from 1868 to 1870, do you think the problems of the Métis were solved? What might continue to happen to the Métis as the settlement of the West continued?

*Students will probably say the Métis problems were not solved. Students should focus on the continued and ongoing settlement of new immigrants, the pressure of the railway, the diminishing buffalo herds, and the government's denial and ignoring of agreements and Métis Rights.*

## Section 2: Activity 6

This activity has students inquire into the problem of continued expansion into the West for the Métis people in particular. Ask students to write down what they would do in response to the situation described.

1. Using the information from your reading, answer the following questions.

- a. What was Bishop Taché's warning to the politicians in Ottawa?

*Taché warned that there was increasing conflict in the Red River settlement and that violence could break out.*

- b. Should the politicians have listened to Bishop Taché's warnings?

*The answer is probably yes. Have students suggest why the government didn't listen.*

- c. Based on the reading you have done so far, what should the federal politicians have done as soon as they heard Bishop Taché's warning? Give some reasons why you think they ignored the warning.

*The federal politicians should have negotiated with the Métis and learned more about the Métis. Also, they should have stopped surveying and building roads.*

*They ignored the warning because of ignorance, and because of the desire to expand the West. They did not take the Métis seriously.*

- d. Make a list of possible solutions which might have prevented conflict.

*Possible solutions include*

- *negotiation*
- *going out West to meet with the Métis*
- *protecting and honouring Métis land claims*
- *agreeing to the Métis rights*

2. In 1869, the Métis led by Louis Riel captured Fort Garry. (A picture of Fort Garry is on page 102 in your textbook.)

- a. Why did the Métis do this?

*The Métis did this to protect Métis interests and to help in negotiations with the Canadian government. It could give the Métis a stronger bargaining position.*

- b. Would you call it a *resistance* or a *rebellion*? Defend your answer.

*Have students read definitions of resistance and rebellion in the notes. Then have them read "Resistance or Rebellion?" on pages 102 and 103 in the textbook. Which word best fits what the Métis did? Explain to students that it also depends on whose point of view is taken: to the Métis it was a resistance, to the government it was a rebellion.*

3. Study "The Métis 'List of Rights'" on page 104. Explain in your own words what rights the Métis wanted.

*Be sure the student's explanation includes all the rights listed.*

4. In 1870, Manitoba became a province of Canada. Why did the Métis think it was important for Manitoba to become a province?

*The Métis thought that Métis rights would be better protected if Manitoba became a province.*

## Section 2: Activity 7

The main intent of Activity 7 is to help students understand that the creation of Manitoba did not solve the problems of the Métis, and that they were forced to move further West, only to face more effects of continued expansion. Either as a conclusion or as a beginning to this activity, bringing in a spokesperson for the Métis would be a good way to inform students about the Métis perspective. Bringing in additional visual material would also be of benefit.

1. Answer the following questions.

- a. Why did the Métis move westward after the Manitoba Act was passed?

*Reasons for the Métis movement westward included*

- *There was an increase in settlers from Ontario.*
- *The government did not live up to its promise for land grants.*
- *The buffalo herds decreased as the settlement of Manitoba increased.*



- b. Each group of people was unhappy with the Canadian (federal) government in the periods of the 1870s and early 1880s. What concerns would a Métis, a native person, and a settler likely have about the government? Put your answers in the chart which follows.

| Concerns of People of the North-West   |   |   |
|--|---|---|
| Métis  | Native people   | Settlers  |
| <ul style="list-style-type: none"> <li>• <i>no protection of buffalo</i></li> <li>• <i>land rights not honoured</i></li> <li>• <i>feared increasing settlement</i></li> <li>• <i>wanted money for schools</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>land rights threatened</i></li> <li>• <i>negative effects of contact (e.g., smallpox, whiskey trade)</i></li> <li>• <i>forced to move from hereditary places</i></li> <li>• <i>needed food</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>wanted more land</i></li> <li>• <i>wanted railway built</i></li> <li>• <i>wanted Métis and native people out of the way</i></li> <li>• <i>wanted union with Canada</i></li> </ul> |

2. On pages 127 and 128 of the textbook, you read “Petition of Rights, 1884” and “The turning point.” How did the government respond to the Métis and Indian petition of rights?

*The government failed to respond in any serious way.*

3. Imagine that you are a representative of a Métis group meeting with other Métis at Batoche on February 24, 1885. You are discussing the question

**How should the Métis respond to the Canadian government’s continued neglect of the Métis claims?**

Your job is to outline a plan of action that would solve the problems of the Métis. In point form, list your ideas for solving these problems:

*Have students use the “Petition of Rights” on page 127 to help them make up a list of ideas for solutions.*

4. Use the following chart to compare your ideas for a solution with what the Métis actually did.

| My Plan                                   | What the Métis did in 1885  |
|---|---|
| <i>The student's solutions will vary.</i> | <ul style="list-style-type: none"> <li>• <i>made up list of grievances</i></li> <li>• <i>sought support from other settlers and native groups</i></li> <li>• <i>sent petitions to the government</i></li> <li>• <i>set up a provisional government on March 19, 1885.</i></li> <li>• <i>ambushed police near Duck Lake</i></li> <li>• <i>used hit-and-run warfare.</i></li> <li>• <i>held off government troops at Batoche</i></li> </ul> |

5. Try to discover what kind of person Louis Riel was by writing a biography of him.

Use the readings on pages 101, 107, 126, 129, and 131 of your textbook to gather information and organize your ideas before you begin to write your biography.

One way to gather information for a biography is to write answers to questions about the subject. Beside the picture of Louis Riel are some questions you may use to develop your biography.

**Louis Riel**



NAC

- What did he look like?
- Where did he live?
- What did he see?
- What did he feel?
- What did he hear?
- (Who was he influenced by?)
- Did he accept responsibilities?
- What were his strengths?
- Did he like other people?
- Did he get along well with others?
- What were his beliefs and ideas?
- Did he believe in peace?
- What did he do during his lifetime?

Use the information you gathered on Louis Riel to write his biography in the space provided. Give your biography a title that reflects this person.

*Have students gather information to answer the questions provided. The student requires an opportunity to gather materials in a library or additional materials may have to be provided.*

*You may encourage students to write the biography in alternative ways. For example, the biography could be written “around” the picture of Riel. Alternatively, the biography could be done as an interview, with the student taking the role of the interviewer. Another possibility is for the student to be a lawyer, questioning Riel during his trial.*

### *Louis Riel*

*Riel was born in the Red River settlement in 1844. His father was a prominent Métis in the settlement, and his mother was a French Canadian who was born and raised in the West.*

*Louis was sent to Montreal to be educated. When he returned to the Red River colony, the Canadian government was preparing to take over Rupert’s Land from the Hudson’s Bay Company. Riel and some followers feared losing their land and their voice in local affairs when the Canadian government took over. In 1869 Riel and his men prevented authorities from entering their settlement to assert Canadian authority. They formed their own provisional government and began to negotiate with the Canadian government. This led to the creation of Manitoba as a province in 1870. In this confrontation a young prisoner, Thomas Scott, was executed. English Canadians in Ontario held Riel responsible for this. As a result, Riel was forced to flee the Red River area.*

*Riel spent time in Quebec and in the United States. In 1873 he was elected as the member of parliament for Provencher, Manitoba. He was twice re-elected, but he dared not take his seat. In this time of turmoil Riel came to believe he was a prophet of God.*

*In 1884 when he was teaching school in Montana, some Saskatchewan Métis asked for his assistance in solving their problems with the Canadian government. Once again, land rights were a big issue. Riel used petitions and letters to the government. When these failed, the Métis lost patience and they created a provisional government once again. Violence broke out this time. Riel clashed with the Mounted Police and civilian volunteers. The government then sent in more troops to restore order. The two sides met at the Battle of Batoche. The outbreak was put down and Riel turned himself in. In a trial he was charged with high treason and later hanged at Regina in 1885. To some, he was a defender of aboriginal rights; to others, he was a traitor.*

## **Section 2: Follow-up Activities**

At this point in the section, the activities are separated into two strands: Extra Help and Enrichment. If students had some difficulties understanding the concepts in the activities, it is recommended that they do the Extra Help. If students had a clear understanding of the concepts and had few difficulties completing the activities, it is recommended that they do the Enrichment. As the learning facilitator, you should assist students in choosing the appropriate path.

## Extra Help

### Part A

If available, bring in colour pictures of the NWMP and their uniforms. Compare them with the RCMP today. Ask an RCMP officer to speak to the students about his/her work. Ask students to reflect on differences/similarities between the NWMP and the RCMP.

1. Make a list of reasons why the government wanted to expand into the West.

*The government wanted to expand into the West to*

- *build a strong, united country*
- *stop United States expansion*
- *get more markets for its goods*
- *obtain land for settlement and farming*
- *increase the wealth of Canada*

2. a. Why did the government form the North West Mounted Police?

*The North West Mounted Police was formed to*

- *bring order to the fur trade*
- *stop the whiskey trade*
- *enforce treaties with native people*
- *keep law and order*

- b. What means of travel did the force use to come to the West?

*They came west on horseback.*

- c. What hardships were there for the force as they moved west?

*Some of the hardships endured by the force were*

- *storms*
- *long distances*
- *poor living conditions*

- d. How would the whiskey traders have reacted to the NWMP?

*The whiskey traders would not appreciate being stopped. They would not be pleased by the arrival of the NWMP.*



- e. How would the Métis and native people have reacted to the NWMP?

*The Métis and native people perhaps had a feeling of protection from whiskey makers and sellers, but there might also have been distrust because the police represented the Canadian government.*

- f. How would having a police force in the West help to attract settlers?

*The settlers thought it would be safer, their property would be protected, and the police would enforce treaties.*

## Part B

3. Fill in the following chart to show what you think were the main differences between each of the groups of people listed. Try to fill the spaces as completely as possible. You may need to refer to previous activities and to chapter 6 and 7 in your textbook to help you fill in the chart.

### Review of Groups

| People               | Region<br>(where they lived)  | Goals<br>(what they wanted)  | Values<br>(what they believed in)  |
|----------------------|---|--|--|
| <b>Native People</b> | <ul style="list-style-type: none"> <li>• various parts of the North-West Territories</li> </ul>                                   | <ul style="list-style-type: none"> <li>• protection of land rights</li> <li>• self-government</li> <li>• protection of the treaties</li> <li>• control of the whiskey trade</li> </ul> | <ul style="list-style-type: none"> <li>• traditional ways of life and government (see chapter 1 in Canada's Political Heritage)</li> </ul> |
| <b>Settlers</b>      | <ul style="list-style-type: none"> <li>• At first they settled around Red River. Then they moved west to Saskatchewan.</li> </ul> | <ul style="list-style-type: none"> <li>• land rights</li> <li>• language rights</li> <li>• self-government</li> <li>• protection of buffalo herds</li> </ul>                           | <ul style="list-style-type: none"> <li>• freedom</li> <li>• religion</li> <li>• culture</li> </ul>   |
| <b>Métis</b>         | <ul style="list-style-type: none"> <li>• started in Manitoba, gradually moved further west</li> </ul>                             | <ul style="list-style-type: none"> <li>• land for settlement and farming</li> <li>• law and order</li> <li>• union with Canada</li> </ul>  | <ul style="list-style-type: none"> <li>• economic growth and well-being</li> <li>• progress</li> <li>• development</li> </ul>              |



4. According to your completed chart, what could be some areas of conflict?

*There would be conflict over goals and values.*

5. Was settlement fair to native and Métis people? Explain your answer.

*In retrospect, no. Students might suggest that the loss of land, destruction of buffalo herds, and the loss of a way of life was unfair.*

## Enrichment

### Part A

In the Enrichment Activity of Section 1 you started a personal journal. You will now continue to write in your personal dialogue journal.

1. In the late 1800s, the Indian leader, Crowfoot, a chief of the Blackfoot tribe, said the following in a speech:

*Our land is more valuable than your money. It will last forever... as long as the sun shines and water flows... It was put there by the Great Spirit and we cannot sell it because it does not belong to us.*

Imagine that you are Crowfoot speaking to an audience of settlers, and you are explaining your people's beliefs and values. In your journal, complete Crowfoot's speech.

*Students' answers will vary. Answers should reflect concern over land being taken by settlers and buffalo herds becoming smaller. Other issues can be worked in.*

2. After you have completed the speech, respond to Crowfoot. Tell him why you agree or disagree with him.

*Answers will vary. Try to get students to make a personal response.*

### Part B

3. Who were the opposing sides in the Battle of Batoche?

*The opposing sides in the Battle of Batoche were the Métis, led by Gabriel Dumont with 200 to 300 fighters, and the Canadian government. General Middleton led a government force of 1000 soldiers against the Métis.*

4. Compare the weapons the opposing sides had.

*The government forces were equipped with cannons and Gatling guns. The Métis had a short supply of rifles and ammunition. When the Métis' ammunition ran out, they used nails and bits of metal. (The Métis were also hampered by a lack of communication.)*

5. Suggest some plan or strategy that could have been effective against General Middleton.

*One possibility would have been small hit-and-run, ambush-type attacks.*

6. What factors enabled the Canadian government force to gain a victory in the end?

*The Canadian forces had 8000 well-armed soldiers.*

## Section 2 Assignment

1. In Activity 2 of Section 2, you assumed the role of a newspaper reporter. One of your assignments was to interview several delegates to the Confederation Conference at Quebec in 1864. Your editor had assigned you to write a report on delegates' opinions about joining Canada. Were they in favour of joining or not? What were their reasons for and against?

You interviewed some of the delegates at the Quebec Conference to find out how they felt about Confederation. Through your reading you learned about concerns of the other delegates as well. Give four special concerns that delegates from each of the following areas would have.

- a. **Canada East**
- b. **Canada West**
- c. **Nova Scotia**
- d. **New Brunswick**
- e. **Prince Edward Island**
- f. **Newfoundland**

- a. **Canada East**

- *Merchants and farmers wanted increased markets for their goods.*
- *Representation by population was not wanted as French Canadians would then have less influence on government decisions.*
- *They wanted the rights to have their own language, schools, religion, and civil laws guaranteed.*
- *They feared the United States would annex Canada if there was a political deadlock.*

**b. Canada West**

- *They feared Canada could be annexed by the United States if a political deadlock continued.*
- *They wanted a railway to the Atlantic ocean for trade and defence.*
- *They felt their existing government favoured the French Canadians.*
- *Good farmland was taken up so more land was needed.*

**c. Nova Scotia**

- *The British navy was able to protect them, so there was no fear of invasion by the Americans.*
- *A railway would increase their trading of fish.*
- *Some wealthy businessmen and farmers felt Confederation would bring too much competition.*
- *The Maritime economy was prosperous, therefore, little change was needed.*

**d. New Brunswick**

- *They didn't like the Canadian tariff that would increase the cost of imported goods.*
- *Many feared that the Fenians in the United States would attack.*
- *The province's economy was good, and they didn't want to change this.*

*The population was small – they would have few representatives in the new government.*

**e. Prince Edward Island**

- *They felt Ottawa was too far away from them; they would have little influence on government decisions.*
- *People were prosperous and didn't want to change this.*
- *They felt they didn't need the railway.*
- *Invasion was no threat as the British navy could protect them.*

## f. Newfoundland

- *Railway and defence weren't big concerns as they were isolated from the mainland.*
- *They had had their own government since 1855 and didn't want to lose their independence.*
- *The capital of the new union would be too far away from them.*
- *The Canadian tariff would increase the price of their imported products.*

2. You are asked to take a position and make a response to this question:

**Were Riel and the Métis justified in taking up arms to achieve their goals?**

Your answer should reflect the reading and thinking you have done in this section. Your answer should include

- an introduction saying what the question is
- some background to the question (What were the events that led to the question?)
- your position on the question including reasons for your position

You should first write a rough copy on your own paper or on the rough work page. Then write your final copy on the response pages provided.

*Note: The student should state a clear position. References should be made to events in 1869, 1870, 1884, and 1885. The student should discuss the pressure that the Métis were under and why they resisted. Did the Métis have alternatives?*

*Whether they should take up arms will be the individual student's choice. Reasons should back up the decision.*

*Students might include the following points as background to the question.*

*The Métis felt pressure when surveyors began to survey their land. The Métis feared they would lose their land. They felt the government wasn't concerned with their land claims. Settlers were coming and crowding the Métis out of their own area. Buffalo herds were becoming smaller. Many of the Métis moved west where they hoped to live as they once had in the Red River colony. Later, in Saskatchewan, the coming of the railway and more settlers caused the Métis to be fearful of again losing their land.*

## Section 3: Expansion Continued

### Key Concepts:

- expansion
- growth
- immigration
- enfranchisement/voting rights
- representative democracy
- value positions
- citizenship

Upon finishing this section, students should

- understand how Canada continued to develop through the building of the railway to the West
- know that the government encouraged immigration to populate the West
- realize that there was a struggle for women to obtain the franchise
- develop some values about citizenship and people's rights

### Teaching Suggestions

- Use the overhead to present different maps and graphs throughout this section.
- In Activity 2 try to obtain the song "Canadian Railroad Trilogy" on a record or tape and play it for the students.
- Use classroom group activities in Activity 3. Have students read their interview to the class in report form. Ask students to pick out similarities and differences between the experiences each student relates to in their interview reports.
- Have a classroom debate. Get students to prepare debate positions and hold a debate in Activity 4.
- Have students collect newspaper and magazine articles, then create a bulletin board display for Activity 6 to help show more issues in today's news.
- Get students to add to their time lines to keep up with events as they are studied in this section.



### Section 3: Activity 1

This activity asks students to think about what it means for new provinces to join Canada. The activity begins by having students read a comparison between a family and a nation. After students read the comparison, you might ask students to write a description of their own families, and list the responsibilities that each member of the family has.

- Using the information from the readings, complete the following questions.

- What demands did British Columbia make before agreeing to Confederation?

*They wanted responsible government for their province, payment of a provincial debt of over \$1 000 000, a railway line to the east to be started within three years, and a road-building program.*

- What did the federal government offer the people of Prince Edward Island to get them to join Confederation?

*The federal government offered enough money to Prince Edward Island for it to buy back all of its own land, and then sell this land to its own people. Other terms included payment of all Prince Edward Island's railway debts; six, instead of five, representatives in the House of Commons; a regular ferry and telegraph service from the Island to the mainland.*

- On page 111 of your textbook, it is noted that by 1873 all the former British North American colonies, except for Newfoundland, were part of Confederation. Alberta and Saskatchewan were not provinces either in 1873. They became provinces in 1905. How did their status in 1873 differ from that of Newfoundland?

*Present-day Alberta and Saskatchewan were part of the North-West Territory until 1905. Newfoundland had been a separate British colony.*

- Could there be more provinces joining Confederation in the future?

*The Northwest Territories and the Yukon Territory could become provinces.*

- Could some provinces leave?

*Answers will vary. Students might consider the issues of Quebec or Western Canadian separatism.*

4. List all the provinces in Canada today according to the year they joined Confederation. Begin with those that joined first.

| Province                       | Date |
|--------------------------------|------|
| a. <i>Ontario</i>              | 1867 |
| b. <i>Quebec</i>               | 1867 |
| c. <i>Nova Scotia</i>          | 1867 |
| d. <i>New Brunswick</i>        | 1867 |
| e. <i>Manitoba</i>             | 1870 |
| f. <i>British Columbia</i>     | 1871 |
| g. <i>Prince Edward Island</i> | 1873 |
| h. <i>Alberta</i>              | 1905 |
| i. <i>Saskatchewan</i>         | 1905 |
| j. <i>Newfoundland</i>         | 1949 |

5. Complete the following “Becoming a Nation” crossword puzzles. One is titled “People and Events” and the other is “Places.” Answers to the clues may be looked for in chapters 5, 6, and 8 of your textbook.

### Becoming A Nation – Crossword

#### Places

##### Across Clues

- the site of a battle between the Métis and the Canadian government in 1885
- the huge territory purchased by the Canadian government from the Hudson’s Bay Company
- one of the Maritime provinces which joined Confederation in 1867
- a British colony which took part in Confederation talks but did not join until 1949
- a small Maritime island province which did not join Confederation until 1873
- the name of the land owned by the Hudson’s Bay Company and which became the North-West Territories
- This country wanted to expand into territories which were not yet provinces of Canada.

##### Down Clues

- This province was formerly called Canada East, and before that Lower Canada.
- one of the original members of Confederation
- formerly Canada West and Upper Canada, today the largest province in terms of population
- the name of the settlement which later became the city of Winnipeg
- the name of the city where one of the Confederation conferences took place
- This was part of the title of Canada when it first became a country.
- the name of the land populated primarily by the Métis in the 1800s

12. the political divisions of Canada which have their own governments and certain rights
13. This province was created as a result of the Métis resistance in 1870.
14. one of the battles sites of the North-West Rebellion of 1885
15. the group of provinces bordering the Atlantic Ocean

### Word List

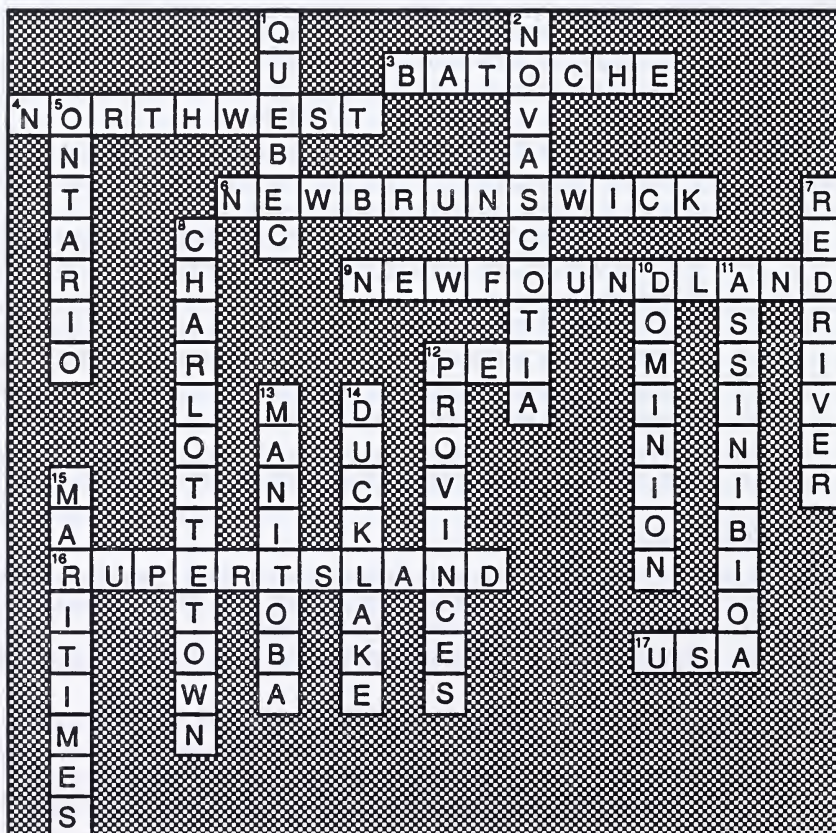
ASSINIBOIA  
BATOCHÉ  
CHARLOTTETOWN  
DOMINION  
DUCK LAKE  
MANITOBA

MARITIMES  
NEW BRUNSWICK  
NEWFOUNDLAND  
NORTH-WEST  
NOVA SCOTIA  
ONTARIO

P.E.I.  
PROVINCES  
QUEBEC  
RED RIVER  
RUPERT'S LAND  
U.S.A.

## Becoming A Nation – Crossword

### Places





## Becoming A Nation – Crossword

### People and Events

#### Across Clues

1. He argued for Assiniboia joining Canada but opposed the Métis.
6. a Cree chief who attempted to find peaceful solutions to conflict
7. the constitution which created Canada
9. Canada's first prime minister
11. the Métis military leader in the Battle of Batoche
12. people who move from another country to develop new lands
14. He was sentenced to death by the Métis government for his anti-Métis activities.
15. the Catholic bishop who attempted to warn the federal government about conflict at Red River
19. acts of armed struggle against a government, for example, the 1837 Rebellions
21. This police force later became the RCMP.
22. a Father of Confederation from Prince Edward Island
23. the building of these helped to bring the provinces together
24. the symbolic head of the government in Canada represented by the governor general
25. Cree chief and elder of the Indian movement for native rights from 1881 to 1885
26. a Father of Confederation from Nova Scotia

#### Down Clues

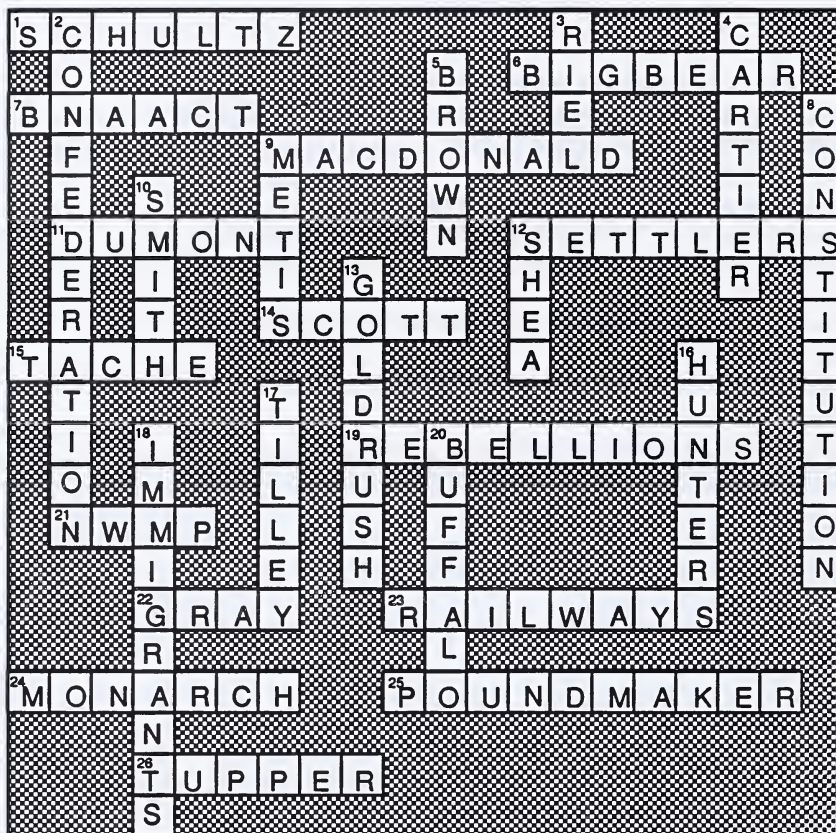
2. the uniting of the provinces under one federal government
3. the leader of the Métis in 1869 and 1885
4. one of the Fathers of Confederation from Canada East
5. He joined with Macdonald and Cartier to form a union called the Great Coalition in 1864.
8. the collection of written laws which govern a country
9. the majority group in Assiniboia in 1869, many of whom were French-speaking
10. a Hudson's Bay Company officer sent to Red River to report on the causes of unrest there
12. a Father of Confederation from Newfoundland
13. This event brought more people to British Columbia and helped bring the province into Confederation.
16. This was the primary occupation of the Métis.
17. one of the Fathers of Confederation from New Brunswick
18. people who leave their homeland to start a new life in another country
20. The Métis way of life depended on this resource.

#### Word List

BIG BEAR  
 BNA ACT  
 BROWN  
 BUFFALO  
 CARTIER  
 CONFEDERATION  
 CONSTITUTION  
 DUMONT  
 GOLD RUSH  
 GRAY  
 HUNTERS  
 IMMIGRANTS  
 MACDONALD  
 MÉTIS  
 MONARCH  
 NWMP  
 POUNDMAKER  
 RAILWAYS  
 REBELLIONS  
 RIEL  
 SCHULTZ  
 SCOTT  
 SETTLERS  
 SHEA  
 SMITH  
 TACHÉ  
 TILLEY  
 TUPPER

# Becoming A Nation – Crossword

## People and Events





### Section 3: Activity 2

The aim of Activity 2 is to help students achieve a sense of what the railway meant to Canada and the people involved with it. If it is possible, invite someone who has worked on the railway to speak to the students.

Gordon Lightfoot's "Canadian Railroad Trilogy" tells of some of the hardships endured in building the railway. If available, play the song to the students.

1. a. What was Macdonald's dream?

*Macdonald's dream was to build a prosperous Canada that stretched from sea to sea.*

- b. Why was the building of the railway so important to making Macdonald's dream come true?

*The railway would unite the country – it would take settlers to the West. The settlers could use the railway to send their produce to eastern markets. Eastern manufactured goods would in turn be transported to the West.*

2. How would the completion of the railway affect the native people and their way of life?

*Native people had to give up much of their land in return for treaties. Their nomadic way of life ended. The prairies were turned into farm land. The buffalo herds and other wildlife disappeared along with the natives' traditional way of life.*

3. What difficulties were there to overcome in order to build the railway across Canada?

*Land needed to be surveyed. Treaties needed to be signed with natives living on the prairies: Vast distances had to be covered, and the mountains and the Canadian Shield had to be crossed.*

4. On what condition had British Columbia agreed to join Confederation?

*It joined on condition that a railway be built joining it to Eastern Canada.*

5. How much government assistance was given to build the Canadian Pacific Railway?

*\$25 million in cash, 1 612 145 hectares of farmland, and 1127 kilometres of government-owned railway worth \$37 million was given.*

6. Write a short paragraph explaining why a railway was needed.

*The government felt the railway was needed to take settlers and supplies west. It would help to keep the area from becoming part of the United States. It could be used for trade and defence.*

### Section 3: Activity 3

How did immigrants change the West and contribute to Canada's growth as a nation? What was the immigrant experience like? Students are encouraged to explore these questions in Activity 3. One of the questions in the activity has students interview a person about immigrating. This could be done as an introductory activity.

1. a. Why would the Canadian government be so eager to have the West settled by immigrants?

*Possible reasons are*

- *to discourage United States expansion*
- *to expand agricultural land*
- *to increase the wealth of Canada*
- *to provide a market for manufactured goods*

- b. (1) What kind of people was the Canadian government attempting to recruit to come to Canada, especially to Western Canada?

*They tried to recruit people who knew how to farm, especially grain farming and dry-land farming.*

- (2) Where did they come from?

*These people came from the American West, the Ukraine, and Eastern Europe.*

- (3) Why did the Canadian government think they would be good settlers?

*It was felt these people were used to working hard and under tough conditions.*

2. Your textbook says that because of immigration, the population of the North-West grew enormously from 1891 to 1905. Here are the numbers as reported in the textbook:

1891 – 98 967 people

1901 – 165 600 people

1905 – 417 960 people

Using these dates and population figures, construct a line graph titled "Population Growth of the North-West, 1891 to 1905."

### Instructions for Constructing a Line Graph

**Step 1:** Label the horizontal line with the years.

**Step 2:** Label the vertical line with the population numbers.

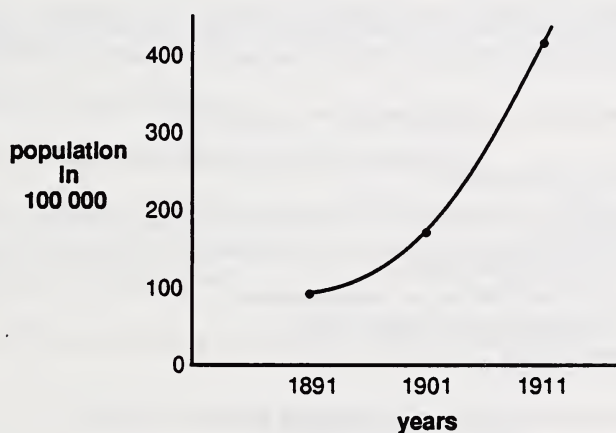
(Hint: Label the vertical graph in hundreds of thousands, then approximate where the actual population figures fit.)

**Step 3:** Plot the population figures for the years on the graph.

**Step 4:** Join the dots to draw a line.

a.

### Population Growth of the North to West, 1891 to 1905



b. What does your line graph show?

*Answers may vary. The following statement is one possibility: The population of the North-West Territory increased tremendously after 1900.*

3. Use information from the previous readings and the photos on pages 132 and 133 of early immigrant experiences to answer the following questions.
- a. Immigrants to Canada in the late 1800s often arrived owning very little. They often had been quite poor in their own countries. Why would the people in the pictures and stories want to leave their homelands?

*Answers may vary. Some possibilities might include*

- *poverty in their homeland*
- *political persecution in their homeland*
- *few opportunities in their homeland*

- b. Why would these people choose Canada?

*Canada offered free land, freedom from persecution, and opportunities for a new way of life.*

- c. Imagine you are one of the immigrants in the pictures or stories. What do you think you would see as you got off the train somewhere in the North-West Territory in 1895?

*Answers will vary. The following are possibilities:*

- *wide-open spaces*
- *prairie*
- *no towns*
- *maybe buffalo herds*
- *native or Métis people and settlements*
- *horse-drawn carts and carriages*
- *wheat fields*

4. Refer to the land division map to answer the following questions.

- a. How much of each township was available for settlers?

*There were 16 and a quarter sections available for settlers.*

- b. How many sections were given to the railway company?

*The railway was given 16 sections from each township.*

- c. In each township, the federal government set aside 5.5 percent of the land to support public schools. Which sections could be sold to raise money for schools?

*Sections 11 and 29 could be sold to raise money for schools.*

- d. When the Canadian government bought Rupert's Land, the Hudson's Bay Company received large grants of land as payment. Which sections were given to the Hudson's Bay Company?

*Section 8 and three-quarters of section 26 were given to the Hudson's Bay Company.*

5. Do you have a relative, friend, or someone else who has immigrated to Canada? If it is possible, do an interview with that person. It could be done in question and answer format; you write down your question, then the person's answer. You can also tape the interview on an audiocassette recorder.
- a. Prepare for your interview by writing the questions you want to ask.
- Where were you born and raised?
  - When did you first arrive in Canada?
  - Why did you come to Canada?
  - Where did you first arrive in Canada?

Now it's your turn. Write some other questions. Using the 5Ws and H will help you think of questions.

*Questions asked will vary.*

*Work with students to identify a person to interview.*

- b. When you have completed your interview, compare what you found out about the person with the experiences of immigrants who came to Canada in the late 1800s. What are the differences and similarities?

*Note: This could be done in chart form. Some suggested headings are as follows:*

### Immigrant Experiences

| 1885   | Today |
|--|-------|
| <i>Where person immigrated from</i><br><i>Why person immigrated</i><br><i>How person travelled to, and in Canada</i><br><i>Occupation of person</i><br><i>Language of person</i> |       |



### Section 3: Activity 4

Activity 4 asks students to inquire into the question of why voting rights are important in a democracy. The activity can be introduced to students by starting with this question: **Who should have the right to vote?** Have students discuss what they think about the question. Ask students if people in Canada always had the right to vote. Tell the students they will be participating in a debate later in the activity.

1. Which opinion matches your own opinion most closely? Write a short paragraph explaining who you think should have the right to vote and who should not have the right to vote. Support your position with reasons.

*Answers will vary. Discuss the opinions presented with the students.*

2. Complete the following questions after you have done the reading.

- a. Who could vote in 1867 when Canada became a country?

*Those who could vote in 1867 were men over twenty-one who owned or rented property and were British subjects.*

- b. Who could not vote in 1867?

*Those who could not vote included*

- *women*
- *recent immigrants*
- *criminals*
- *poor people*
- *mentally ill patients*

- c. Look at the rules for voting in 1885 in the section entitled “The Electoral Franchise Act of 1885” on page 138. If you had been twenty-one in 1885, would you have been able to vote? Why or Why not?

*If you were a woman, under 21, poor, a native person, or a non-British immigrant, you would not have been able to vote.*

*You could vote if you were a man, a British subject, over 21, and owned or rented a certain amount of property or fishing gear. If you did not meet any one of these conditions, you could not vote.*

- d. (1) How would you have felt about not being able to vote?

*You might feel discriminated against, frustrated, angry, and left out.*

- (2) What would you have been able to do in order to try to get the vote?

*You could try to talk to members of parliament, write petitions, or demonstrate.*

- e. Why is the practice of having a secret ballot in voting important in a democracy?

*Note: Be sure students know how voting works and what a secret ballot is.*

*A secret ballot is necessary so that voters can vote for whomever they want without feeling pressured.*

3. a. In the space following, make a list of the groups who were not allowed to vote in Canada's past, and tell why the vote was denied to them.

*Native Indians – Indians on reserves could not vote because they did not own land individually.*

*Métis – land ownership was a problem*

*Inuit – were categorized the same way as native people*

*Asian Canadians – were discriminated against, rights were denied*

- b. (1) What is wrong with not allowing minority groups to vote?

*Not allowing minority groups to vote denies equality, fairness, and access to power. It is discrimination on the basis of race, colour, or sex.*

- (2) What are some dangers for a nation if certain groups have the right to vote, and others do not?

*It allows one group to discriminate against another. Democracy cannot work if people are not equally represented.*

4. Use the information from the section entitled “Who can vote in Canada in the '80s?” to make two lists: *Who Can Vote?* and *Who Cannot Vote?*

*Who Can Vote*

- *all men and women 18 years and over*
- *members of the Canadian armed forces, even if they are under 18*

*Who Cannot Vote*

- *judges*
- *civil servants who supervise elections*
- *criminals*
- *patients in mental hospitals*
- *people guilty of dishonest practices in previous elections*

5. a. Do you think the right to vote should be restricted in any way?

*What would be the reason for restrictions? Some possibilities are crimes against the state, treasonous acts, or dishonest election practices.*

- b. Which groups in society do you think may ask for the right to vote in the future?

*People in jails, the mentally-ill, and younger people may ask for the right to vote in the future.*

6. You are about to participate in a debate that will argue this question:

**Should grade 8 students have the right to vote?**

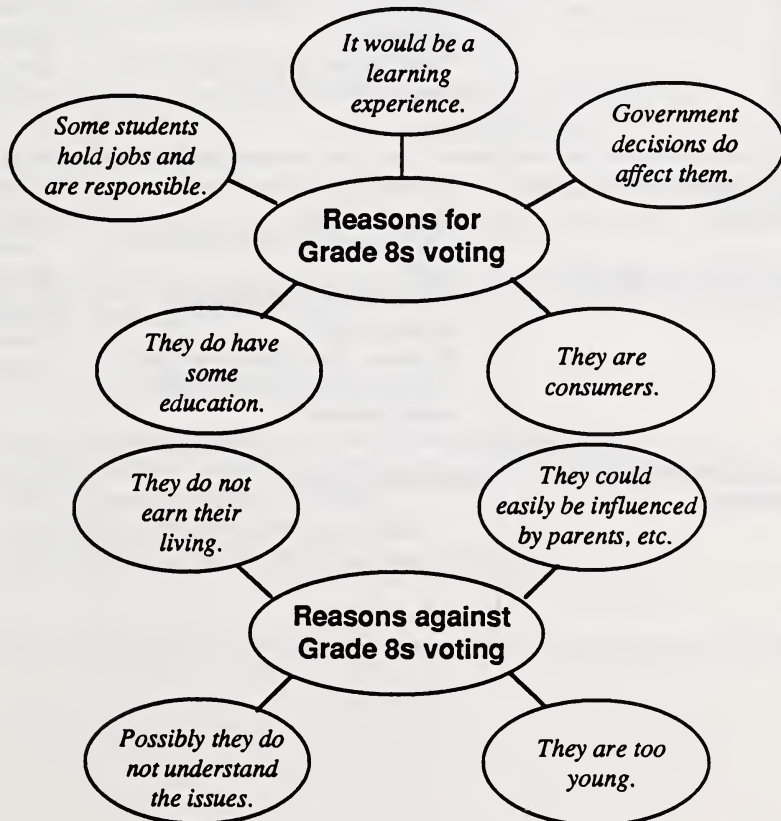
This will be a unique debate, because you will argue both sides of the topic. That is, you will make arguments for both the *yes* side and the *no* side. This will actually be a good experience for you as it allows you to explore different points of view. At the end of the debate, you will be allowed to state the position you agree with most.

Here are some questions to start you thinking about the positions you are going to argue:

- Should only those people who are well-informed (educated) have the right to vote?
- Should anyone who is affected by the laws of the country have a voice in saying what those laws are going to be?

- Should people who participate in the economy of the country (workers and consumers) have a say in how the country is run?
  - Should the interests of all minority groups be represented in government?
  - Should you have a great deal of experience in order to be involved in government?
  - Should there be voting tests?
  - Should voting be a right or a privilege?
  - Should everyone be forced to vote?
- a. In order to prepare your arguments for and against the right to vote, use a webbing technique to list as many ideas as you can think of. You can do your brainstorming webs on blank paper or in the following space.

*Reasons will vary. Help the student list as many ideas as possible based on the reading of the chapter and the previous questions.*



- b. Complete the following chart to argue the question. Fill in each side of the debate. Organize the information according to the headings provided.

*The answers given are suggestions; students may come up with other ideas.*

| <b>Debate: Should Grade 8 Students Have the Right to Vote?</b>   |  |  |
|--|--|--|
|  | <b>FOR</b>   | <b>AGAINST</b>   |
| <b>Short summary of your position</b>  | <i>Ideas may vary.</i>   | <i>Ideas may vary.</i>   |
| <b>Four main ideas supporting your position</b>  | <ul style="list-style-type: none"> <li>• <i>Students are educated.</i></li> <li>• <i>They are consumers.</i></li> <li>• <i>Voting would be a learning experience.</i></li> <li>• <i>Government decisions affect them.</i></li> <li>• <i>Some students work.</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>too young</i></li> <li>• <i>shouldn't be burdened with responsibility</i></li> <li>• <i>don't have jobs or pay taxes</i></li> <li>• <i>don't understand issues</i></li> <li>• <i>could be influenced by parents, etc.</i></li> </ul> |
| <b>Four questions you would ask the other side</b><br><br><i>(Use this part as a rebuttal to opposing position.)</i> | <ul style="list-style-type: none"> <li>• <i>As students, don't we take responsibilities?</i></li> <li>• <i>Don't many of us have part-time jobs?</i></li> <li>• <i>Doesn't voting teach us more about politics?</i></li> <li>• <i>We learn about issues in school, so why shouldn't we be able to make decisions?</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Parents buy things for them, so students aren't really consumers, are they?</i></li> <li>• <i>Wouldn't you rather not worry about politics?</i></li> <li>• <i>Shouldn't you be more mature to vote?</i></li> </ul>                   |
| <b>Concluding statement about your position</b>  | <i>Answers will vary.</i>  | <i>Answers will vary.</i>  |



### Section 3: Activity 5

The question of voting rights for women can be introduced with a question about the equality of men and women in our society. For example, you could ask the students why there has never been a woman prime minister or provincial premier in Canada. Should there be equal numbers of men and women in politics? The question of voting rights is related to nationhood. The growth of nationhood also means involving more people in decision making in the country.

1. a. Use the chart which follows to summarize the main points of the reading.

| <b>Reasons Women Demanded the Vote</b>  | <b>Objections Made to Women Getting the Vote</b>  |
|---|---|
| <ul style="list-style-type: none"> <li>• <i>need to improve working conditions for women in factories</i></li> <li>• <i>concerns about children and the poor</i></li> <li>• <i>worry about alcohol abuse in society</i></li> <li>• <i>desire for equality with men</i></li> <li>• <i>wanted more influence over government</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>women depended on men financially</i></li> <li>• <i>idea that men were the head of the family and house</i></li> <li>• <i>difficult for women to be property owners</i></li> <li>• <i>women were unsuited for the stresses of politics</i></li> </ul> |

- b. What values (beliefs and attitudes) did some people in the early 1900s have that prevented women from getting the vote?

*The following are possible answers:*

- *belief that men were superior to women intellectually*
- *belief that politics was a man's game and too tough and dirty for women*
- *idea that women should be protected*
- *idea that women's place was in the home*
- *people did not accept the idea of equality of the sexes*

- c. In Canada today, do you think values regarding the roles of women and men have changed? Explain your answer.

*Answers may vary. The following are possibilities:*

*Yes*

- *Women now vote.*
- *There are more women in politics.  
(Edmonton has a woman mayor.)*
- *There are more women in jobs that were  
formerly only for men.*

*No*

- *There are still differences in wages.*
- *Women are still not represented equally in  
government and other positions of  
leadership.*

2. Answer the following questions about the text readings.

- a. Define women's suffrage movement.

*Suffrage refers to the right to vote. The women's suffrage movement was the organization of groups of women struggling to get the right to vote.*

- b. Describe the methods which Nellie McClung and her associates used to try to change the government's mind.

*They gave talks and held demonstrations. They also put on mock parliaments, which were like a play, where they made fun of what men politicians had said. They used humour to attract people's attention to the issue.*

- c. Do you think the methods that Nellie McClung used were effective? (Why can the use of humour be an effective tool for bringing about change?)

*Her methods were probably quite effective. Rather than increasing conflict and tension, humour makes people see how ridiculous it is to say or believe some things.*

- d. Why do you think it was mainly well-educated and wealthier women who were involved in the women's suffrage movement?

*They had the ability to write and speak in public. They had time and money, so they could travel and afford to publish their writing. They often had more self-confidence and the opportunity to be involved.*

- e. How did World War I help the women's suffrage movement?

*Many women had to take men's jobs. For example, women held jobs in factories and on farms. Once women proved they could do "men's work," it seemed ridiculous to say they could not vote.*

3. To complete the album, write answers to the questions beside each picture.

**Occupation** – What was her occupation? Did her occupation influence her to fight to get the vote?

**Success** – How successful was she in her occupation?

**Contribution** – What contributions did this woman make to Canadian society in order to earn her place in the “Famous Five” Group?

When you have finished, you will have a summary of information about these famous persons.

### The Famous Five Group

a. **Nellie McClung**

**Occupation**

- *started as a teacher*
- *author*
- *member of Alberta legislature*
- *mother and wife*

**Success**

- *raised five children*
- *wrote 16 books*

**Contribution**

- *worked to improve the lives of women*
- *worked for educational reform*
- *campaigns for women's suffrage*

b. **Irene Parlby**

**Occupation**

- *Alberta MLA*
- *president of United Farm Women of Alberta*

**Success**

- *held many different positions in public life*
- *farmed with her husband and raised a son*

**Contribution**

- *sponsored Minimum Wage for Women Act*
- *delegate to League of Nations*
- *improved property rights for married women*

**c. Louise McKinney****Occupation**

- *teacher*
- *MLA*

**Success**

- *first woman in Canada to be elected to a legislature*

**Contribution**

- *organized Women's Christian Temperance Union*

**d. Henrietta Edwards****Occupation**

- *artist*

**Success**

- *painting*
- *publishing*
- *organizing*

**Contribution**

- *organized to help working women*
- *wrote book on legal status of women*

**e. Emily Murphy****Occupation**

- *judge*
- *wife and mother*
- *author*

### Success

- *first female judge in the British Empire*

### Contribution

- *worked at improving conditions for women*
- *had laws changed to recognize women as persons*
- *tried to improve treatment of convicted persons*

## Section 3: Activity 6

The purpose of this activity is to summarize Canada's growth as a nation up to 1900. Students are asked to summarize some major events which occurred after 1900. A summary chart will be made to allow students to recall the main ideas about struggle and expansion.

1. Look at the following examples of some recent newspaper headlines. In the space beneath each headline, tell what the issues are.

---

75 Cents Metro Only

The Edmonton Journal, Friday, July 20, 1990

---

## Gov't won't talk to armed Mohawks

Indian Affairs minister says he won't negotiate while Oka barricades are up

Joan Ramsay  
and Ray Di Gregorio  
Southam News

Ottawa

- a. *Should groups use violence in order to achieve change? What are the rights of native peoples?*

---

The Edmonton Journal, Monday, July 23, 1990

---

## Racism hides behind talk of 'founding peoples'

Southam News

Ottawa

What kind of Canada do we want?  
Perhaps it seems trite to say we want a country where people are treated equally, a nation as free as possible of racism.

- b. *What kind of Canada do we want?*



# West looks at a new Canada

One  
agenda  
Devine's  
great hope  
for meeting

BRIAN LAGHI  
Journal Staff Writer  
Edmonton



Bilingual  
country  
a matter  
of the past?

Journal Staff  
Edmonton

Manitoba's Gary Filmon, Saskatchewan's Grant Devine, Bill Vander Zalm and Alberta's Don Getty are all smiles at a recent Western premiers' gathering in Parksville, B.C.

*"I've had people who have been very anti-Meech tell me that at the same time they respect the fact that Quebec says, 'Hey, we're going for it.' So, let's get on with it. They're doing their thing. Let's do ours."*

*— Saskatchewan Premier Grant Devine*

c. *Should Canada be a bilingual country?*

*'The Edmonton Journal for the "photograph of Western Premiers." Reprinted by permission of The Edmonton Journal.*

2. Complete the chart which follows:

### Demands of Special Groups

| Group                   | Problems Experienced  | Their Beliefs and Goals   |
|-------------------------|---|---|
| <b>Farmers/Workers</b>  | <ul style="list-style-type: none"> <li>• <i>freight rates</i></li> <li>• <i>taxes</i></li> <li>• <i>working conditions</i></li> <li>• <i>need for health care</i></li> <li>• <i>labour laws</i></li> <li>• <i>unemployment</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>equality</i></li> <li>• <i>sharing wealth</i></li> <li>• <i>security</i></li> </ul>   |
| <b>People in Quebec</b> | <ul style="list-style-type: none"> <li>• <i>French treated as second-class citizens</i></li> <li>• <i>lack of power</i></li> <li>• <i>lack of control over language and culture</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>equality with English Canada</i></li> <li>• <i>pride in culture and language</i></li> <li>• <i>Quebec as a distinct society.</i></li> </ul> |
| <b>Native Peoples</b>   | <ul style="list-style-type: none"> <li>• <i>rights ignored</i></li> <li>• <i>lack of self government</i></li> <li>• <i>are not involved in political decision making</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>aboriginal rights</i></li> <li>• <i>pride in heritage and culture</i></li> <li>• <i>land rights</i></li> </ul>                              |

3. You will now complete the time line you began in Section 1, Activity 7 by adding the following dates and events. As you did for the other parts of your time line, put the date and event at the top of a page, and then a brief summary of the event. Include in your summary why this event was important for Canada's growth as a nation. Add a drawing or sketch of the events described if possible.

First, read the blue box on page 154 of your text, and the "Chapter preview" on page 155 for an overview of the chapter. Now read about the following events, then summarize the information for your time line. Write the information you would put on your time line in the spaces provided.

*Note: Time line notes should be quite brief. Help students summarize the main points from each section. This part may be considered optional depending on time, interest, etc.*

- a. 1899 – The Boer War (page 157)
  - *conflict between English and French Canadians over sending troops to South Africa*
- b. 1914 – World War I (page 158)
  - *conscription – English Canadians supported it, French Canadians did not*
- c. 1931 – The Statute of Westminster (page 159)
  - *gave Canada more independence from Britain*
- d. 1939 – World War II (page 160)
  - *Canada made a large contribution to the war effort and built up the Canadian navy.*
- e. 1949 – Newfoundland Joins Confederation (pages 160 and 161)
  - *People in Newfoundland voted to join Canada.*
- f. 1965 – The Flag Debate (page 161)
  - *Canadians wanted a distinct flag of their own.*
- g. 1980 to 1981 – Constitutional Debate (page 162)
  - *debates over replacing the BNA Act with Canada's own constitution*
- h. 1982 – The Constitution Act (page 163) (Note: List the main parts of the Constitution Act.)
  - *These are listed on page 163.*

4. To review the themes of expansion and struggle in Canada's history complete the following chart. This review will take you through the chapters of *Canada's Political Heritage* that you have looked at in this module. The left column lists the chapters you have read. In the remaining columns fill in the required information. The first chapter listed has been done for you.

### Review of Expansion and Struggle in *Canada's Political Heritage*

| <b><i>Canada's Political Heritage</i></b><br>Chapter | <b>What change did people want to bring about?</b>  | <b>Why was there a struggle?</b>   | <b>Who was involved?</b>  | <b>What changes in government resulted?</b>   |
|--|---|--|---|---|
| <b>The Struggle for Responsible Government</b>       | <ul style="list-style-type: none"> <li>to achieve a greater representation in government</li> </ul>               | <ul style="list-style-type: none"> <li>The French majority in Lower Canada felt they were controlled by the minority English ruling group.</li> <li>The English population in Upper Canada felt the Family Compact controlled the government.</li> </ul> | <ul style="list-style-type: none"> <li>French and English</li> </ul>            | <ul style="list-style-type: none"> <li>The Durham Report</li> <li>The Act of Union</li> <li>Responsible government</li> </ul> |
| <b>The Road to Confederation</b>                     | <ul style="list-style-type: none"> <li>to weld the scattered collection of colonies into one nation</li> </ul>    | <ul style="list-style-type: none"> <li>rivalry between political parties about who should control the government</li> </ul>  | <ul style="list-style-type: none"> <li>various political parties</li> </ul>     | <ul style="list-style-type: none"> <li>confederation</li> </ul>   |
| <b>Expanding from Sea to Sea</b>                     | <ul style="list-style-type: none"> <li>to govern the former Hudson's Bay Company lands (Rupert's Land)</li> </ul> | <ul style="list-style-type: none"> <li>ownership of Métis lands</li> </ul>   | <ul style="list-style-type: none"> <li>Métis and Canadian government</li> </ul> | <ul style="list-style-type: none"> <li>creation of Manitoba</li> </ul>  |



|                                       |   |   |  |  |
|---------------------------------------|---|---|--|--|
| <b>Governing the Great North-West</b> | <ul style="list-style-type: none"> <li>• <i>to achieve a greater measure of self-government in the North-West Territories</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>land claims and poor living conditions</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Indians, Métis, settlers of N.W.T., and Canadian government</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>creation of Alberta and Saskatchewan</i></li> </ul>  |
| <b>A Greater Voice in Government</b>  | <ul style="list-style-type: none"> <li>• <i>to obtain the right to vote</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>the right to vote</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>women and the federal government</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>women received the right to vote federally and in many of the provinces</i></li> </ul>   |
| <b>From Colony to Nation</b>          | <ul style="list-style-type: none"> <li>• <i>to become an independent self-governing nation</i></li> <li>• <i>to achieve better conditions for workers</i></li> <li>• <i>to achieve change in partnership between a province and the federal government</i></li> <li>• <i>to achieve native self-government within Canada</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>an amending formula for Canada's constitution</i></li> <li>• <i>representation of worker's concerns</i></li> <li>• <i>recognition and more control of French Canada's cultural and language rights</i></li> <li>• <i>the native right to self-government</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>provinces and federal government</i></li> <li>• <i>workers and government</i></li> <li>• <i>Quebec and federal government</i></li> <li>• <i>native peoples and provincial and federal governments</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>The Constitution Act, 1982</i></li> <li>• <i>formation of new political "third parties"</i></li> <li>• <i>Quebec achieved more control over its own affairs, and the federal government proposed a bilingual country.</i></li> <li>• <i>aboriginal and treaty rights included in the constitution</i></li> </ul> |

<sup>1</sup> Weigl Educational Publishers Limited for the review chart from *Teacher Guide for Canada's Political Heritage*. Reprinted by permission of Weigl Educational Publishers Limited.



5. Use the reading to answer the following questions:

- a. Which of these rights are very important to you? Why?

*Ask students to list those rights they feel are very important. Students should give reasons why their choices are important.*

- b. How do the rights and freedoms in the charter protect the idea that differences should be respected in Canada? Give examples from the list.

*The Charter of Rights and Freedoms guarantees that differences will be respected. For example people are allowed to*

- *believe in different religions*
- *hold different beliefs*
- *live in different places*
- *have language rights*
- *have respect for different cultures*

6. There are many issues Canadians still struggle with and will continue to struggle with. For example, many people in Canada are concerned about the environment. Some people do not want the government to approve the building of pulp mills in Alberta. Others are concerned about language rights. There is still concern over land rights for natives.

What issue is important to you?

*Answers will vary. Have students give reasons.*

7. In question 6 you identified an issue that is important to you. In the following space tell what you can do about that issue as a citizen?

*Answers will vary depending on the issue chosen by the student. Some possibilities are writing letters to Members of Parliament or the Legislative Assembly, writing letters to the editor, or attending public forums. Perhaps a petition or a peaceful demonstration could be started, depending on the issue and how many others feel the same way about the issue.*

### Section 3: Follow-up Activities

At this point in the section, the activities are separated into two strands: Extra Help and Enrichment. If students had some difficulties understanding the concepts in the activities, it is recommended that they do the Extra Help. If students had a clear understanding of the concepts and had few difficulties completing the activities, it is recommended that they do the Enrichment. As the learning facilitator, you should assist students in choosing the appropriate path.

## Extra Help

### Part A

Think about the advantages and disadvantages of building the Canadian Pacific Railway. Consider the points of view of people living in British Columbia, Manitoba, Ontario, Quebec, the native people, Métis, and new immigrants. List your ideas in the following chart. Refer to chapters 6 and 7 in your textbook to help you find reasons.

### Canadian Pacific Railway

| Province or Group  | Advantages of Building the Railway  | Disadvantages of Building the Railway  |
|--------------------|---|--|
| British Columbia   | <ul style="list-style-type: none"> <li>• <i>union with Canada</i></li> <li>• <i>transportation and communication with the rest of Canada</i></li> <li>• <i>economic benefits</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>geographic difficulties, i.e., mountains</i></li> </ul>  |
| Manitoba           | <ul style="list-style-type: none"> <li>• <i>union with Canada</i></li> <li>• <i>new settlers</i></li> <li>• <i>transport grain to markets</i></li> </ul>                                    | <ul style="list-style-type: none"> <li>• <i>loss of Métis land rights</i></li> <li>• <i>drive away buffalo herds</i></li> </ul>  |
| Ontario and Quebec | <ul style="list-style-type: none"> <li>• <i>join with rest of Canada</i></li> <li>• <i>economic benefits (buy grain from West, sell products to West)</i></li> </ul>                        | <ul style="list-style-type: none"> <li>• <i>cost</i></li> <li>• <i>higher taxes</i></li> </ul>   |
| Native People      | <ul style="list-style-type: none"> <li>• <i>not many can be thought of</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>loss of lands</i></li> <li>• <i>loss of buffalo herds</i></li> <li>• <i>loss of traditional way of life</i></li> </ul>   |
| Métis              | <ul style="list-style-type: none"> <li>• <i>union of Manitoba with Canada</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>loss of lands</i></li> <li>• <i>during the Battle of Batoche, government troops were sent by train</i></li> <li>• <i>lost traditional way of life</i></li> </ul> |
| Immigrants         | <ul style="list-style-type: none"> <li>• <i>transportation to the West</i></li> <li>• <i>transportation for farm products</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>many immigrants worked on the railways for low wages with poor working conditions</i></li> </ul>   |

## Part B

In this module you have inquired into how Canada grew as a nation. You have seen how this was not an easy struggle. There was conflict, sacrifice, and also people working together to build their dreams. You have been working toward the following major generalization:

***The development of Canada as a country has been shaped by a number of significant events and the contributions of individuals.***

1. List the major events you have studied which helped to shape Canada as a nation.

*Have students use their time lines to list the major dates and events.*

*These will include the 1837 Rebellions; Confederation in 1867; the Riel Rebellion, 1869; the North-West Rebellion, 1885; and continue on to the Constitution Act, 1982.*

2. List individuals and the contributions they have made that helped to shape Canada.

*Answers may vary, but should include people such as Lord Durham – Durham's Report; Sir John A. Macdonald, helped form Canada – first prime minister; The Famous Five – Nellie McClung, Irene Parlby, Louise McKinney, Emily Murphy, Henrietta Edwards – worked for women's rights. Others studied may be listed.*

3. Why does Canada have more than one official language?

*Canada was colonized by both France and England. The use of French and English as official languages has been ensured by the agreements and rights in the BNA Act and other constitutional agreements.*

4. What internal and external pressures brought about the uniting of Canada in Confederation?

### Internal

- *rebellions*
- *Métis resistance*
- *political deadlock*
- *struggle for representation*

### External

- *pressure from United States*
- *threat of Fenian raids*
- *immigration and settlement*
- *pressure from Great Britain*

## Enrichment

### Part A

#### Writing in your personal dialogue journal

There are a number of questions and issues you could explore in your journal. Here are some suggestions:

- If you had lived in the 1880s would you have agreed with the building of the railway across the West? Why or why not? Identify the point of view you are taking, and state why you think the railway was a benefit, or not, according to your perspective.
- At the end of Activity 2, it was suggested that other big construction projects being proposed for Alberta today are similar to the construction of the railway in the late 1800s. For example, a number of big pulp mills may be built in Northern Alberta. If you were living in an area where a pulp mill was to be built, how would you feel about it? What would be the advantages and disadvantages of a pulp mill in your area?
- If you were going to have a discussion with your local member of parliament or another elected official, what concerns might you talk about?
- As you learned, women now have the same voting rights as men in Canada. Do you think women are equal in all respects? What changes would you like to make in the status of women in Canada today?

In the space provided, choose two of the four suggestions given and write up entries as you would to put in your diary.

*Student answers will vary depending on which two suggestions the student chooses to write about. Opinions should be supported with reasons.*

### Part B

#### Creating a visual display

Create a large picture for a wall display entitled “Changes on the Prairies.” Divide the picture in half with drawn or construction-paper railway tracks. Illustrate prairie scenes before 1885 on the left-hand side of your picture. Illustrate prairie scenes after 1885 on the right-hand side of your paper. Then draw and colour sketches showing what the way of life was like before and after 1885. You may want to concentrate on people and the way they lived. For example, before 1885, what kind of homes did the Métis live in? The native people? What resources did they depend on? How did they make their living? How did the building of the railway change the Prairies after 1885? Use the pictures in your textbook for ideas. If you have access to a library, look up other books and materials for more information.

*Display will vary depending on the student's approach. If it is applicable, the display could be a project put together by the entire class.*



### Section 3 Assignment

In this assignment you will assume the role of a person involved in some way with the construction of the Canadian Pacific Railway in the 1870s in Canada. What was it like to be there when the railway was being built? What was the sense of excitement and hope like? What were the worries some people had? What were the dangers and how did people suffer?

Based on the information you have examined in this section, you will be writing a RAFT assignment. A RAFT writing exercise allows you to take the role of a person in an historical situation and tell a story from that person's perspective. The letters stand for the following things:

**R** = role (Who are you?)

**A** = audience (Who are you writing to or for?)

**F** = focus (Will you write a letter, report, diary?)

**T** = tense (Is it past, present, or future?)

Here are some choices for the **ROLE** you may assume:

- a worker helping to build the railway
- a new immigrant from Europe living in Winnipeg
- a Métis, or a native person
- a politician who supports Macdonald
- a newspaper reporter

Next, choose to whom you will be writing. Your family back home? The government in Ottawa? Your own diary? A newspaper?

What format will your writing be in? Choose from a letter, diary, newspaper report, a petition to the government, or an advertisement for the railway in the newspaper.

When you have decided on each part of the RAFT writing, begin writing. First make a list of what you wish to include for each part of the writing. Then write a rough draft. Use information from the textbook and the activities. If you have access to a library, you may want to look up additional information about the building of the Canadian Pacific Railway. Write the good copy in the space provided.

*Answers to the RAFT exercise will vary greatly depending on the student's choice of role, audience, focus, and tense. Look for accuracy and completeness in content. Organization and neatness should be considered. Check that the role and audience chosen are addressed throughout the composition.*



## Final Module Assignment

1. On the following pages you will find a concept growth chart. It contains a number of concepts that relate to Canada's growth as a nation. The concepts have been defined. Your task is to complete the chart by providing specific examples from Canadian history.

An example has been done for you.

| Concept                 | Definition   | Specific Example  |
|-------------------------|--|---|
| <b>Nationhood</b>       | <ul style="list-style-type: none"> <li>• A nation is a community of people occupying and possessing a defined territory and unified under one government.</li> </ul> | <ul style="list-style-type: none"> <li>• Confederation joined provinces and colonies under one government. Their common borders became the borders of Canada as their territory became part of Canada.</li> </ul>   |
| <b>Founding Peoples</b> | <ul style="list-style-type: none"> <li>• people of specific language and cultural backgrounds who help begin a nation</li> </ul>                                     | <ul style="list-style-type: none"> <li>• <i>In Canada, the native people, French-Canadians, and early English-speaking settlers helped to begin building a nation.</i></li> </ul>   |
| <b>Bilingualism</b>     | <ul style="list-style-type: none"> <li>• the policy of two official languages in a country</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Canada has an official policy of bilingualism. Both English and French are official languages.</i></li> </ul>   |
| <b>Settlement</b>       | <ul style="list-style-type: none"> <li>• the movement of people from a colonizing country who come to live and work in new lands</li> </ul>                          | <ul style="list-style-type: none"> <li>• <i>New France was settled by people from France.</i></li> <li>• <i>United Empire Loyalists moved to the Maritimes and Upper Canada from the United States.</i></li> <li>• <i>Immigrants came to the West.</i></li> </ul> |
| <b>Reform</b>           | <ul style="list-style-type: none"> <li>• making changes in the way a country is governed</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>The Act of Union in 1841 changed the organization of government and the way it worked. Responsible government was brought in.</i></li> </ul>  |

| Concept                | Definition   | Specific Example  |
|------------------------|--|---|
| <b>Rebellion</b>       | <ul style="list-style-type: none"> <li>a group of people takes up arms against a government and tries to bring about change through violence</li> </ul>                                  | <ul style="list-style-type: none"> <li><i>In 1837, Reformers rebelled because they wanted responsible government. In 1869 and 1885, the Métis took up arms to defend their rights and territories.</i></li> </ul> |
| <b>Confederation</b>   | <ul style="list-style-type: none"> <li>the joining of different provinces under one common federal government</li> </ul>   | <ul style="list-style-type: none"> <li><i>In 1867, Ontario, Quebec, Nova Scotia and New Brunswick, united to form Canada.</i></li> </ul>  |
| <b>Provinces</b>       | <ul style="list-style-type: none"> <li>political divisions of a federation<br/>All provinces have their own governments but are all under one national or federal government.</li> </ul> | <ul style="list-style-type: none"> <li><i>Canada has 10 provinces, each with its own government.</i></li> </ul>   |
| <b>Enfranchisement</b> | <ul style="list-style-type: none"> <li>obtaining the right to vote</li> </ul>  | <ul style="list-style-type: none"> <li><i>In 1919 women won the right to vote in Canada.</i></li> </ul>   |
| <b>Immigration</b>     | <ul style="list-style-type: none"> <li>the movement of people from one country to another<br/>Immigrants help to populate a new country.</li> </ul>                                      | <ul style="list-style-type: none"> <li><i>From 1885 to 1905 many immigrants came to Canada to begin farming in the West.</i></li> </ul>   |
| <b>Government</b>      | <ul style="list-style-type: none"> <li>the system by which a nation or region is ruled</li> </ul>  | <ul style="list-style-type: none"> <li><i>The Canadian government is a representative democracy. Members of Parliament meet in Ottawa. Each province also has an elected government.</i></li> </ul>               |

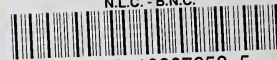
2. Explain in your own words what makes it possible for Canada to be a nation. Your answer should be several paragraphs in length.

*Answers should include such points as the following:*

- *Canada has a defined territory.*
- *Canada has one main government.*
- *Canada has many differences, but people identify themselves as Canadians.*
- *The kind of government and laws we have were struggled for by people living in Canada.*



N.L.C. - B.N.C.



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